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Verbal Communication in Coaching: An Analysis of Rhetoric

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Verbal Communication in Coaching: An Analysis of Rhetoric submitted by Betty Baxter in partial fulfilment of the requirements for the degree of Master of Arts.

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ABSTRACT

In coaching, communication is of central concern, and central to communication is speech. No study to date isolates speech from general communication in coaching. Previous studies divide coaching behavior into categories stipulated by the setting, whether practice (Tharp and Gallimore, 1976; Usher, 1977) or competition (Smith, Smoll and Hunt, 1976). No study investigates varying the situations of one setting, or how the athlete perceives the coach's behavior within these situations.

The present study advances knowledge of coaching through analysis of verbal communication of a master volleyball coach at an international competition. The analysis describes the coach's verbal behavior and identifies the intent according to a rhetorical model. The coach's statements are described by behavioral category, and appeal to the athlete is described by rhetorical dimension.

Analysis is conducted separately for nine situations where coaching occurred, and, in six of these situations, is based on a live recording by audio-cassette. Behavior coded on dimensions of rhetoric establish that 97.7% of this coach's speech in a competitive setting was codable on Aristotle's divisions of rhetoric (pathos, ethos, and logos). Eighty point eight percent of communication was logos, or appealed to the cognitive strategies of the athlete. Instruction comprised 78.35% of the collected data. There was little praise or scolding. Court-side communication contained greater appeal to the

athlete's affective strategies (pathos - 37%) than any other situation. Before and after the tournament, management and basic instruction, reinforcing the credibility of the activity (ethos) and appealing to the cognitive strategies of the athlete (logos), dominated.

This coach's rhetorical focus was very narrow (predominantly logos) but bits of information about his coaching emerged. These were:

1) Highly technical instruction dominates elite coaching.
2) Praise is rare.
3) Before and after competition the coach broadens his focus of appeal.
4) When the coach becomes emotional, statements remain directed and specific.
5) New skills are introduced often after games when their justification can be explained.
6) A foreign coach will communicate on a very narrow dimension unless common experiences are found for the coach and athlete.

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CHAPTER I. STATEMENT OF THE PROBLEM

INTRODUCTION

Within sport, researchers are becoming more and more interested in coaching. "The essence of the process of coaching is communication" (Smith, 1978), p. 38), and the essence of communication is speech.

Yet few studies deal directly with communication in coaching. Tharp and Gallimore (1976) described a coach using an analysis system devised specifically for that coach in the practice setting. Usher (1977) studied the behavior of a master hockey coach using an interaction analysis system devised for the analysis of teaching behavior. Counting thousands of bits of behavior, he details the coach's actions, but describes little of the situation in which the behavior occurs. Gravelle (1977) used an ethnographic approach to analyze the behavior of a master swim coach. He describes the coach and the situation where daily coaching activities occur, but gives no accountable data for beginning coaches to learn tendencies or directional pathways in coaching. Carron and Bennett (1977), in their study of the coach-athlete dyad, begin to get at the nature of the interaction between coach and athlete and the requirements for compatibility. Each of these studies includes verbal communication in its examination, but none isolates verbal behavior from other kinds of coaching behavior.

Two areas of significance emerge from previous study. The first is the discovery that the majority of coaching behavior is in the area of technical instruction or correction. This is evident in the first two studies mentioned above. The latter two indicate the significant effect that the needs of the athlete may have on the coach's behavior.

A NEED FOR STUDY

There has been some study (Tharp and Gallimore, 1976; Usher, 1977) of high calibre coaches in the practice setting. There has also been some study (Smith, Smoll and Hunt, 1976) of coaching behavior in the competitive setting at developmental levels of play. These studies divide coaching behavior into categories stipulated by the situation investigated. One area of the coaching process which has not been studied, although highly relevant to current interaction theory employed in many investigations of coaching, is the effect of varying situations within one setting (be it practice or competition) on the coach. Study of this area might corroborate past studies and advance the state of knowledge about coaching.

Although past research establishes some generalizations about how a top calibre or master coach behaves, study is limited on how the coach is perceived by his or her athletes. No studies investigate how the coach's behaviors are perceived by those athletes.

Pursuit of information in these areas of interaction will establish a body of knowledge and further understanding of the phenomenon called coaching.

THE PURPOSE OF THE STUDY

It is the intent of the present study to analyze how a master coach communicates with his athletes in an international competition setting. This analysis shall consist of a description of the coach's verbal behavior, and the identification of intent on the basis of that description and a rhetorical model. Only verbal communication will be studied. The study will describe the coach's statements by behavioral category; describe the appeal to the athlete by rhetorical dimension. This analysis will be conducted separately for each situation where coaching behavior occurred. A description of each situation will be included.

THE IMPORTANCE OF THE STUDY

The study of coaching is a relatively new area for research. In any new field of study, researchers will try various methods until the most useful approaches are found. The task becomes one of assimilating past research to verify and further discovery. There is no known method which has proven superior to others in coaching research. Due to the complexity of coaching, it is likely that a variety of methods will emerge. The present study, while similar to past research in the use of an interaction analysis system, uses a system (Smith, 1978) designed for the analysis of coaching behavior, rather than for use in the classroom or the study of one particular coach. Thus, in method, the present study attempts to verify recent research.

In any study of live (versus laboratory) situations, there is a danger of oversimplifying the activity. To understand social interaction, in this case interaction in athletics, it is advantageous to study those successful within a given situation. The study of a master coach, proven skillful in an intensely competitive situation, should, by careful analysis, lead to greater understanding of coaching at all levels.

LIMITATIONS AND DELIMITATIONS

This study is limited to the analysis of verbal behavior of a master volleyball coach. The activities studied are the formal coaching sessions from the competitive environment. These sessions are recorded on audio-cassette tapes, and analyzed from the participant-observation platform as the author was a participant at all sessions.

Throughout the analysis, there is no attempt to evaluate behavior, or analyze interaction between coach and athlete. In light of the coding procedure used in the present study, it is necessary to have some understanding of the subject (see biographical sketch, Appendix A).

The analysis of the verbal behavior within the rhetorical model is limited by the subject's lack of refined verbal skill. In this study of rhetoric, however, there is compensation for the lack of language skills by the fact that speech was characterized by brevity, fore-thought and imagery. Meaning was implied as much by glance and voice tone as by actual language. These important non-verbal aspects of communication have not been directly analyzed, but their impact has been accounted for in the categorization by intent. During the author's association with the subject and the athletes that he coached, this coach was found to be of extremely stable, if not stubborn, temperament. He rarely got angry, but would scold by implication in much of his teaching. He appealed widely to the pride of the individuals in themselves, and their activity, as well as to the responsibility that their talent necessitated of them.

Outside of the practice or game setting, he rarely communicated or associated with any of the players. Consequently praise from him, or affiliation with him in a social setting became a rare and privileged experience for the athletes. He would ignore athletes' childish antics, and this usually carried more weight than a harsh scold. By the same token, a laugh or smile was a gift of approval. This type of behavior off the court weighted his direct communication to the athletes as very important indeed.

Generalizations made from this study are limited to the extent to which it concurs with similar studies of coaching behavior. Generalizations made to the volleyball situation are limited to this coach, his team, and the competitive environment.

DEFINITION OF TERMS

The following is a list of terms and definitions used frequently throughout this study.

Coach - one who gives specialized instruction in preparation for an athletic contest. This instruction is in relation to techniques, tactics, strategy, attitude and any other factors bearing directly on performance.

Master Coach - one who has a record of success in the specialized preparation of athletes at a national and international level of competition.

Coaching Communication - behavior which passes information from the coach to the athlete while in the process of preparing for an athletic contest.

Cognitive Unit - a section of speech divided by its clarity of meaning in isolation. This may be a subject, modifier, or action provided that it is meaningful alone.

Ethos - rhetoric which reinforces the source credibility and the credibility of the activity, or the appeal to the multi-dimensional strategies of the athlete. The reinforcement of character and moral worth.

Logos - rhetoric which appeals to logic in pursuit of truth, or to the cognitive strategies of the athlete.

Pathos - rhetoric which appeals to the emotional or affective strategies of the athlete.

Rhetoric - the art of expressive speech; persuasion by means of skillful speech.

Verbal Behavior - discourse; speaking or listening to the speech of others.

Verbal Behavioral Units - sections of discourse as divided by a predetermined rule for means of analysis. (e.g. a time span, breath group, or cognitive unit)

CHAPTER II. REVIEW OF RELATED LITERATURE

> We wander through life together in a semi-darkness in which none of us can distinguish exactly the features of his neighbor; only from time to time, through some experience that we have of our companion, or through some remark that he passes, he stands for a moment clear to us, as though illumined by a flash of lightning.
> (Schweitzer, 1963, p. 35)

Human beings spend their entire lives in the process of communicating. For centuries scholars and statesmen alike have sought a glimpse of the companion Dr. Schweitzer spoke of, and have sought to understand that moment of illumination better, through the means of communication. In recent times industrial studies show the need for good communication in keeping employee morale and productivity high. These investigations have some relevance for sport, team sport in particular, where performance is dependent upon communication between athletes, and between the coach and individual athletes or the team as a group. Recent research in sporting situations investigates the nature of this communication.

A review of literature on communication might usefully begin with the rhetoric of classical times when face to face oral discourse was the primary means of communicating.

RHETORIC -- THE ART OF EXPRESSIVE SPEECH OR DISCOURSE

"Rhetoric as a discipline or as a principle of pedagogy and learning was at the center of the educational process in western Europe for some two thousand years" (Sloan, 1974, p. 799). The emphasis was upon instruction for those wishing to initiate communication with others. The concern was immediate, with audience, intent and structure of speech delivery, rather than with abstraction and revision. For this reason, analysis in rhetoric relies upon the re-creation and understanding of the original situation (Sloan, 1974, p. 799).

Some elements of good rhetoric especially applicable to the coaching situation are: the metaphor, hyperbole, personification, and congeries (an accumulation of statements saying the same thing). It was Aristotle who divided the persuasive appeals in rhetoric into the emotional (pathos), the ethical (ethos), and the logical (logos). Although Aristotle held an "unmistakeable preference for the logical" (Sloan, 1974, p. 800), his division expressed the rhetorician's concern for potential audience response and the fact that many audiences in his time were heterogeneous, that is, composed of both experts and laymen.

In various sources (Sloan, 1974; Penelman, 1974; and Mackin, 1969) the revival of rhetoric is described as a modern day phenomenon. By the Romantic movement in the nineteenth century, rhetoric had a rather nasty reputation as speech or prose cluttered with meaningless words and figures of speech having existence solely for stylistic effect. In the late 1930's the importance of language was revived with the advent of logical positivism. This new concern was predominantly in the area of argumentation, persuading or convincing an audience of the value of a thesis (Sloan, 1974).

> The true rhetoric of any age and of any people is to be found deep within what might be called attitudinizing conventions, precepts that condition one's stance toward experience, knowledge, tradition, language and other people (p. 802).

Since the persuasion toward the thesis depends so much on background and situation, the best appeal in rhetoric is that of universal value. In this appeal, no one can be left indifferent (Mackin, 1969). The good rhetorician will attempt to vary his presentation according to each situation and each audience.

Rhetoric can be useful to speakers (coaches) in teaching them what to say, how to arrange it and what language to use to make it clear, appropriate and forceful (Mackin, 1969). Spoken rhetoric works in face to face situations, with what is known and believed, to try to achieve a persuasive end, i.e. the thesis. Due to the affinity of various groups, the speaker cannot let his whole character show when he is dealing with a highly specialized aspect of personality.

> Modern writers [coaches] . . . must develop an awareness of the group, not just as a unit created by a common purpose or by a common problem, but also as consisting of individual human beings, each unique, each capable of choosing goals and making independent decisions to achieve these goals, each subtly and differently responsive to the writer [coach] and what he says (Mackin, 1969, p. 9).

Socrates held that rhetoric was the means through which ethos (character) may be altered by logos (logic) through the use of pathos (emotion) (Mackin, 1969, p. 18). This statement is in agreement with the theory held by such incongruous bed-fellows as Freud and Plato that the thrust for survival is the ultimate motivator, and makes its energy felt in every part of the personality (Mackin, 1969, p. 36). If speech does not relate to survival through character, logic, or emotion, it becomes mundane and no longer a part of pedagogy. Mackin suggests some guidelines for the creation of good rhetoric. When searching for things to say, one must develop the directions for exploration, and know the key principles and ideas in each of the three parts of rhetoric. There are many methods of contrast and comparison, cause and effect, and comparison in magnitude within the realm of logos to order presentation. The intensity of interest in the topic shows a tendency in the direction of an ideal (ethos). The rhetorician starts on that level and takes the audience toward the ideal. The presentation and significance of the thesis to the audience will influence their receptivity to it. This is the pathos dimension of rhetoric.

Mackin (1969) has stated that "any time verbal discourse asserts or implies value, or tries to lead us to infer it, it becomes rhetorical" (p. 13). We may thus evaluate communication in coaching in terms of how good it is as rhetoric. It is from this point of view that the present study intends to examine coaching communication. This approach has been taken to some extent in the study of management-employee relations. An examination of effective rhetoric in management has direct relevance to the present study.

COMMUNICATION IN MANAGEMENT

> If the people around you are spiteful and callous,
> and will not hear you, fall down before them and
> beg their forgiveness; for in truth you are to blame
> for their not wanting to hear you (Dostoevskii, 1968, p. 18).

Although an extremist view-point, because the concept of communication implies dual responsibility, the above quote might well be the theme song for the conclusions of many studies on how to communicate with one's employees (Morgan, 1964; Roodman, 1973; and Wiksell, 1960). These studies found the most positive influence on employee performance to be effective communication. It may be said that in management the fundamentals of leadership and teamwork are: information, understanding, consultation and participation (Roodman, 1973). These studies, like Dostoevskii, tend to place primary responsibility for good communication on one party, the foreman or manager.

Everything one does or does not do, communicates. It is impossible not to communicate (Morgan, 1964). The ability to get along and communicate well is considered more important in management than job skills, knowledge, intelligence or decisiveness (Roodman, 1973). In the basic model of human communications (figure 1), the communicator, a part of the encoder, must understand aspects of the listener, a part of the decoder, before anticipating preferred feedback. The motivations and emotions of the listener, complicated by his needs and past experiences will determine the meaning he gives to the communication (Roodman, 1973, p. 41). Examining the elements of the decoder, one finds that the self is a constant process[1] shaped by thought and experiences and thus no element is static.

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[1] This idea was first brought forward by G.H. Mead, Mind, Self and Society, ed. C.W. Morris. University of Chicago Press; Chicago. 1963.

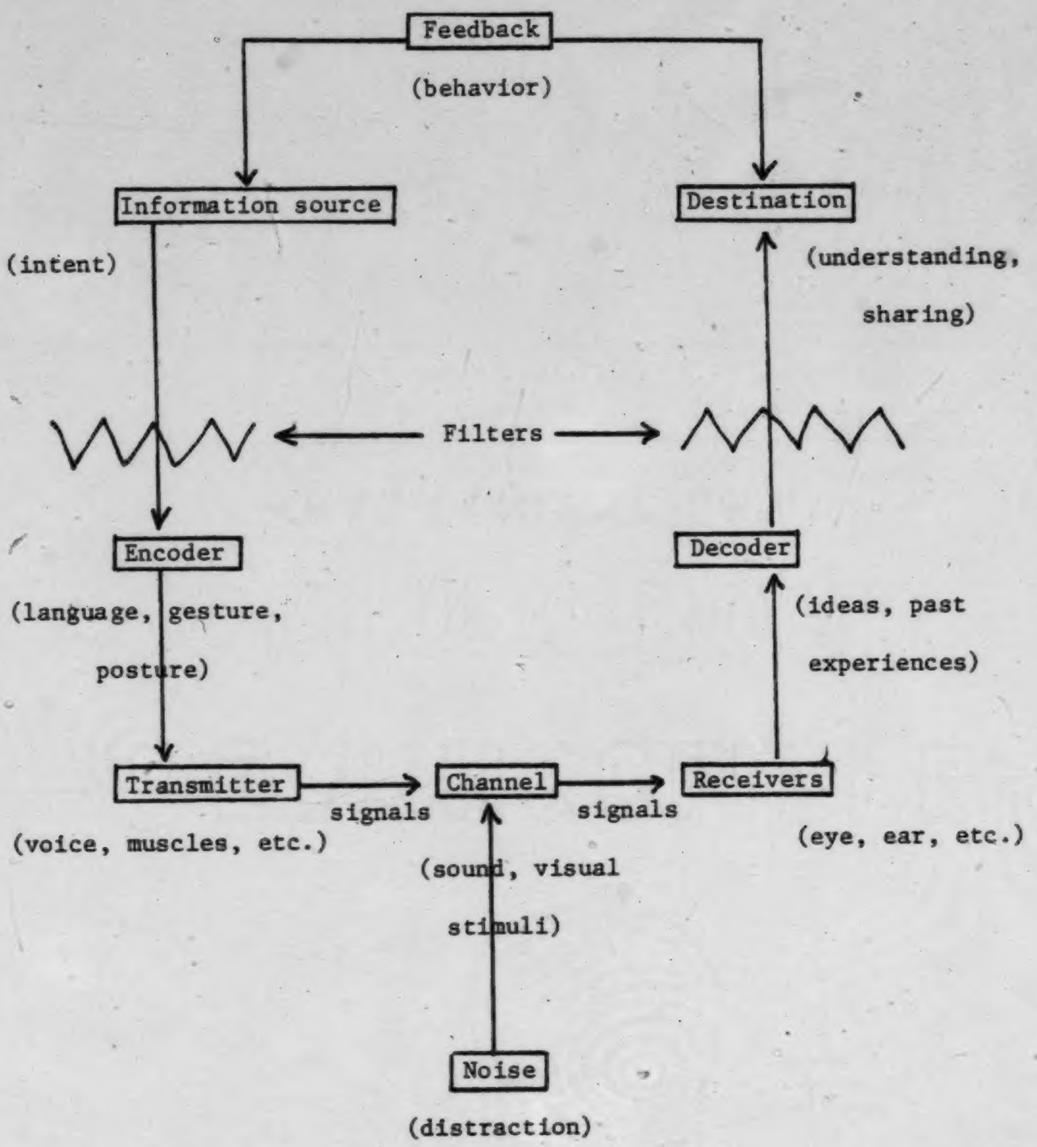
Feedback
(behavior)
Information source
Destination
(intent)
(understanding, sharing)
Filters
Encoder
Decoder
(language, gesture, posture)
(ideas, past experiences)
Transmitter
Channel
Receivers
signals
signals
(voice, muscles, etc.)
(eye, ear, etc.)
(sound, visual stimuli)
Noise
(distraction)

Figure 1. Basic Model of Human Communications (Roodman, 1973)

Prior consideration of four positive conditions aid in communicating well. These are: unity of thought, intention, empathy, and direction (Roodman, 1973, p. 56). Additional studies emphasize listening as the most overlooked tool of good management (Wiksell, 1960). This corresponds with the Socratic definition of rhetoric as discussion to discover the truth. The audience is not passive (Mackin, 1969). To encourage acceptance of a thesis under discussion, the communicator should be informal, sincere and open, adapted to the situation, and purposive (Wiksell, 1960).

Even in this age of improved communication systems, according to Morgan (1964), efficiency in personal communication in management has not increased appreciably. Wiksell (1960) reports that 70% of all communication in industry is either distorted, misunderstood, rejected, forgotten or disliked. This represents very low efficiency for management. The wise administrator expects to be misunderstood and predicts possible misunderstandings with which he or she will have to deal (Wiksell, 1960). Whether these disheartening statements may be generalized to all of industry is doubtful, but the concern Wiksell (1960) is emphasizing is quite clear: communication is an intricate process, multi-faceted and worthy of a great deal of attention to aid in the increase of productivity in industry.

Concern for good communication in management is directly applicable to the coaching situation (Sage, 1974d). Some research has been done using a similar approach to the study of coaching.

COMMUNICATION IN COACHING

Although coaching has become a major area for research in psychology of sport, very little literature deals directly with the coach as communicator. The literature predominantly deals with the coach as manager, coach-athlete relationships, and strategies for observing coaching.

The Coach as Manager

Sage (1974d) reports that the function of the coach in athletics is similar to the function of management in business. He emphasizes the need for management (i.e. coaching) influence in encouraging cost efficiency and incentive programs.

Bird (1978), in a study of group dynamics within the team situation found that group motivation was augmented by a systematic program of effective coaching. The first suggestion within this program was the supportive approach. The second approach was through pride in performance. Bird (1978) relates this to Maslow's self-actualizing needs. The third approach was through reinforcement. She found group motivation best achieved as a result of the latter two approaches. Realistic group goals were also emphasized as a criterion for evaluation and as a means of increasing group and individual satisfaction.

Crase (1970) expressed concern that athletics has become a negative social factor, and that coaches must initiate change through better communication. Dealing with the athlete is aided by understanding some theories of self-development. Sage (1974c) is in agreement in his statement: "the humanity of the coach is the vital ingredient if athletes are to learn self-identity, self-responsibility, self-direction, and self-fulfillment" (p. 421). The coach's responsibility is to enhance player-potential, and he must be increasingly aware and sensitive to do so adequately (Sage, 1974d). In a position paper, McAllister (1978) has said most coaches favor technical skill development, and fall "woefully" short in understanding the behavioral side of coaching. The general concern with humanizing the coaching process and emphasis of individual choice for the athlete (Schafer, 1971) has led to more field research.

Coach-Athlete Relationships

In coaching investigations, the trend away from trait theory toward interaction theory has put emphasis on the coach-athlete relationship and the coach's behavior in given training and competition environments. Within the athletic environment, athletes have certain social needs. These needs may be divided into three major dimensions: (1) inclusion, (2) control, and (3) affection. Each actor within a situation needs to express and receive along each of these three dimensions (Schutz, 1958). There must be an equilibrium on these dimensions between self and others for the units to be compatible (Carron and Bennett, 1977). This supports the proposition of Tutko and Richards (1971) that if an athlete has the same problem as the coach, they will be incompatible. In an initial phase of interpersonal relations, inclusion is the dominant dimension of give and take, followed by control and then affection (Schutz, 1958).

Carron and Chellandurai (1978) adopt a holistic approach to the analysis of coach-athlete interpersonal behavior, and elaborate upon the notion of Argyle (1967) that social performances, as motor performances, may or may not be performed in a skillful manner. Both Carron and Bennett (1977) and Carron and Chellandurai (1978) used the Schutz (1958) FIRO scales to analyze the coach-athlete relationship. The need for equilibrium between giving and receiving along Schutz's dimensions is in agreement with Aristotle's division of rhetoric and emphatic concern with audience response and participation. The three universal appeals with which to reach an audience are quite similar to the dimensions within FIRO.

Interestingly enough, although no previous parallel has been drawn, these divisions do not seem incongruent with Bird's three approaches toward group motivation (1978). The supportive approach seems quite in agreement with Schutz's affective dimension and Aristotle's pathos. Pride in performance may be related to the inclusion dimension of FIRO or ethos. Finally, reinforcement is in agreement with the control dimension of FIRO or logos.

Some Studies of Coaches

By far the most relevant studies to this investigation have been done on coaches away from their athletes. In a personality study of highly successful and ideal swim coaches, Hendry (1969) identifies no clear personality differences between less successful and highly successful coaches. He found that the coach's self-assessment led away from the actual scores on Cattell's 16 PF (16 Personality Factors), and toward a previously established ideal. In an earlier study assessing personality traits in the coach-swimmer relationship, he found that the coach's knowledge of self and the swimmer's knowledge of the coach interact to form the most important variable in communication (Hendry, 1968). Another interesting point is that in this study, coaches widely agreed subjectively on the swimmer's personality profiles, whether these accounts proved accurate or not. Hendry (1968) suggests this might suggest the coaches' tendency to seek an ideal or stereotypic swimmer.

Problems developing from this kind of idealization lead to a lack of consideration given to the athlete as he or she really exists with certain needs in social situations. These difficulties may lead to self-awareness problems for the athlete, and lack of opportunity to express him or herself (Wouters, 1978).

Sage (1974) conducted a number of studies to observe this problem. In his study "Machiavellianism among High School and College Coaches" (1974a), he identified two methods of questioning the authority figure. The first was to question the coach's knowledge of technical skills, and the second was to question his empathy, sincerity, affection and humanism. In his paper "Humanism Theory and the Counter Culture," Sage (1974c) emphasizes the creativity in man's nature, and his ability to act as well as react. In sport, as well as in society as a whole, an individual must have a measure of autonomy, choice and self-determination.

Strategies for Observing Coaching

Usher (1977) did a descriptive study of coaching behavior. He used an interaction analysis system to measure or categorize bits of behavior as divided by time. Tallies were counted to give a quantifiable analysis of the interaction which took place. This study gives the reader an understanding of coaching method statistically, without describing the situation where the coaching behavior occurred.

Smith, Smoll, and Hunt (1975) devised an observational analysis system for the competitive environment in little league baseball. Their instrument divided behavior by units in which changes in behavior could be recorded. Although inter-rater reliability was high, usefulness of the instrument to analyze more continuous activities, for example, basketball, is unknown. Smith (1974; 1978) evaluated and described interaction analysis systems and their use in the coaching or teaching environment.

Gravelle (1977) stepped into the realm of ethnography to analyze coaching behavior. In his ethnographic account of a swim coach, coaching behavior is not analyzed quantitatively but rather by example chosen as representative by the researcher in his proximity to the interaction. This descriptive account allows for more understanding of the situation in which the behavior has taken place. By delineating the situation clearly, the coaching event is much better understood without stating each action occurring in the particular setting.

Tharp and Gallimore (1976) conducted a study on UCLA basketball coach, John Wooden. They tallied behaviors on a ten-category system, but also used narrative technique and examples to explain situational behavior. Both Usher (1977) and Tharp and Gallimore (1976) found coaching behavior loaded heavily on the instruction and corrective feedback categories.

This information can also be obtained through the use of participant-observation. In this research the observer is a part of the context; he both modifies and is modified by the context (Thompson, 1977). Thompson (1977) claims that participant-observation is the paramount method in field research, gathering more information than any other method. It involves direct social interaction, observation, formal and informal interviewing, document analysis, introspection, and general flexibility. Failure to be totally detached in the participant-observation method does not mean failure of objectivity. The objectivity that is lost is an acceptable limit considering the greater amount of information which is gathered (Thompson, 1977).

In any investigation of a coaching situation, or any social setting, face to face interaction is the fullest condition leading to discovery (Lofland, 1971). To determine the meaning of behavior, we must define and justify, rather than just describe it (Lofland, 1971, p. 24). The previous paragraphs explain how behavior of a master coach has been analyzed quantifiably, and how, in a separate study, situation is explained and ethnography used to define and understand a master coach. Surprisingly, no studies have used both methods to describe behavior in quantitative detail, yet lend intimate description of the environment and emotional climate within which the behavior occurs. From such study, surely a broader understanding can be gained of a particular coach's behavior, the situation, and the interaction that occurs.

CHAPTER III. METHODS AND PROCEDURES

THE SETTING

The coach of the Canadian Women's volleyball team consented to a study of his verbal communication while the team competed in an international competition.

The team left Canada for the Orient on May 8, 1978. They played exhibition matches against club teams in Japan on May 11, 12, 13, and 14. They then went on to China for an official five-team tournament. During this tournament data was collected by means of audio-cassette recorder for the present study. The team's schedule of matches for the tournament was as follows:

May 18	Canada - Mexico
May 20	Canada - China
May 23	Canada - Japan
May 24	Canada - Chinese club team

During the course of seven days at the tournament live communication from the coach to the team athletes was recorded in six situations. On three other occasions, when recording was not possible, the author, present as a participant-observer, paraphrased the talk onto tape within an hour of its conclusion. Thus, on a total of nine occasions, data was collected for this study.

Although these situations were separated into recorded and non-recorded situations for purposes of analysis, they are presented here in chronological order.

Situation one - May 16, non-recorded - Initial interview: an initial interview was conducted enroute to the tournament. The interviewer (present author) and the coach discussed general coaching method and communication strategies.

Situation two - May 17, non-recorded - Pre-tournament talk: before the competition began a team meeting was held at the hotel to confirm and outline objectives. The coach, assistant coach, manager, physiotherapist and team members were present.

Situation three - May 20, recorded live - Post-match talk: A talk was held after the second match of the tournament, a 3 - 0 loss. It was held in the team room at the playing stadium, immediately after the match. Coaching staff and team members were present.

Situation four - May 23, recorded live - Pre-match talk: A talk held in the team room at the stadium before the third match of the tourney, against the Japanese team. Coaching staff and all players were present.

Situation five - May 23, recorded live - Communication during the match: In the match versus Japan all court-side communication was recorded. This included three pre-game talks and eight time-out talks. Communication was always from the head coach to the playing members.

Situation six - May 23, recorded live - Post-match talk: A talk was held in the team room at the stadium after the 3 - 0 loss to Japan. The coaching staff and team members were present.

Situation seven - May 24, recorded live - Pre-match talk: At the stadium, in the team room, a talk was held immediately before the match against the Chinese club team. Coaching staff and team members were present.

Situation eight - May 24, recorded live - Post-match talk: After a 3 - 0 loss to the club team, a talk was held in the team room immediately after the match. The coaching staff and all players were present.

Situation nine - May 26, non-recorded - Post-tournament talk: In a common room at the hotel, a talk was held at the completion of the tournament to sum up behavior, performance and to outline expectations for the remainder of the journey.

Live recording began after the second match of the tournament as some time was needed to assure that the Chinese would allow recording within the regulations of tournament play.

The author was present at all situations and operated the tape recorder in all cases but situation five which was recorded by the team physiotherapist. This person was instructed in the recording procedure, and was on the team bench during the match. In situations one, two, and nine, recording verbatim was not possible. Consequently these talks were paraphrased by the author and are listed above as non-recorded situations. Each evening of a day when communication was recorded, the recording was played, and appropriate notes made by the author, in which the situation was described in detail. At this time, any blurred comments on the tape were clarified, and performance results were recorded at the end of each session.

After the end of the tournament on May 25, the team toured three additional cities to play exhibition games on May 28, May 30, and June 1. On June 2nd they travelled to Korea to play in another seven day, five team tournament. No further collection of recorded data occurred.

THE COACH

Moo Park came to North America in late 1972 from his native South Korea. He spent a year and a half in the United States, and then was hired as Canada's National Women's Volleyball coach in January of 1974. Upon arrival in Canada he spoke some English, but used quite complex analogies and was in general very difficult for the Canadian players to understand. This difficulty, in addition to a conflict of cultures, led to a period of adaptation where both coach and athletes made concessions until a common ground was found where both parties could communicate well and perform their respective roles within the team.

Moo Park is recognized as a master coach by the Coaching Association of Canada and the Canadian Volleyball Association. His qualifications as a master are based upon these achievements: he introduced fast attack to the small Korean women players in the 1960's, when the attack was not yet recognized universally. Using this type of attack, Korea has not placed lower than fifth in women's world competition since 1968. Training and coaching the Korean Olympic team to their fourth place finish in 1968 has been his most notable accomplishment.

From 1974-1976, the author met and worked with this master coach extensively (that is, in daily training). In 1977 and 1978, contact between the author and Moo Park was daily for the period from May to September of both years, and intermittent during the winter season. Due to this familiarity with the situation, the participant-observation technique of investigation was chosen to research the nature of this coach's communication.

Moo was incredibly dedicated to volleyball, and felt that similar dedication was necessary from each player. Players were not to miss practice, and lack of effort within the practice time was a grave offence. Outside the volleyball setting he showed little concern for player behavior, as long as the members understood that external activities were never to interfere with playing time or capability. He used a great number of analogies external to volleyball, however, to indicate the far-reaching effect of the effort made on the playing floor. Abstractions were seldom used in his teaching.

In the technical aspect of coaching, he paid a great deal of attention to the finer aspects of attack, putting tremendous pressure and responsibility on the setter. With regard to defence, he was more general and less academic in his approach. Great emphasis was put upon team-work and the philosophy that a unit of six or twelve minds could create a much greater force than many minds, or a great deal of effort, individually.

On the basis of her familiarity with this coach, the author has coded behavior according to intent. Due to the difficulty that anyone external to the situation, i.e. other coaches or researchers, would have understanding the English of the master, only the participant-observer's coding has been tabulated. The difficulty that an unfamiliar observer would have recognizing the emphasis on certain syllables as a reproof, or differentiating one "okay" as a hustle, and another as a question of comprehension, has led the author to believe that the present study is most valid described solely from the participant-observation perspective.

DATA ANALYSIS

The analysis of data began with transcribing the tapes to a typewritten script for each of the situations. After a review of literature pertaining to the analysis of linguistics and rhetoric, the data was divided into units for categorization. Interaction analysis systems are usually divided into units of thought, time, syntax, or cognition (Amidon, 1970). In the present study, data was divided into two groups for purposes of analysis: the recorded and non-recorded. The recorded data was divided into cognitive and emphatic units, the non-recorded data was divided solely by cognitive units. On the largest scale units were composed of a breath group (Williams, 1969), sometimes consisting of a sentence. Due to the subject's lack of grammatical knowledge of the English language, sentences and parts of speech were not used as arbitrary divisions. On the smallest scale, a unit was composed of a mono-syllabic utterance such as "eh!"

After the division of data was complete, the script was read through in synchronization with the tape recording, and corrections were made to transcription or unit division. The number of behavioral units was then counted. While listening to the tape recording once again, the script was read and all pauses and questions by athletes were timed with a stop watch. At this time the Observational System for the Analysis of Coaching Behavior (Smith, 1978) was selected as the most suitable instrument for adaptation to this study. Of Smith's ten behavior categories, the two non-verbal categories of demonstration + and demonstration - were deleted, as well as the practice-oriented category of monitor. The monitor category was replaced by pause, as lengthy hesitations between words or concepts characterized the subject's verbal behavior. A listen category was added when the data was previewed and found to contain a number of questions directed to the coach. Considering the above adaptations, the categories (from Smith, 1978, p. 2-5) used in the present study were:

1. Pause - a lengthy hesitation between words or concepts. Words or syllables used as fillers.
2. Praise - praises, compliments or encouragement.
3. Instruct - "statements about what to do, or how and why to do it" (p. 3). These include examples, reminders, and requests.
4. Corrective Feedback - informative statements about behavior or response. These are highly instructional and directly related to a previous response.
5. Hustles - statements intended to intensify activity.
6. Scolds - criticism or rejection of athletes' behavior in such a manner that the athlete is aware of disapproval.
7. Management - verbal statements dealing with scheduling procedures or group organization not directly related to play.
8. Listen - silence while a question is being directed to the coach or while others discuss and the coach does not participate.
9. Other - any behavior which does not fall into one of the above categories.

Dimensions of rhetoric coinciding with the previous research on interaction analysis were then selected. A non-rhetorical dimension was added. These dimensions were:

pathos - emotional or affective appeal
logos - intellectual or cognitive appeal
ethos - character, commitment or appeal to the source credibility
non-rhetorical - those behaviors which did not fit into the above dimensions.

These dimensions were chosen on the basis of Aristotle's division of rhetoric. Following the definition of rhetoric as persuasion by means of skillful speech, and the acceptance over the centuries of the use of the three parts of rhetoric to expand the likelihood of successful communication, it is hypothesized that these universal appeals, pathos, logos, and ethos, in the form of good rhetoric, will appear in the communication of a successful coach. A non-rhetorical dimension was added in the event that this coach is not a perfect rhetorician, and there will exist utterances in the collected data which are no part of teaching, persuasion, or rhetoric at all. These utterances will fall, for the purpose of coding, under the non-rhetorical dimension.

Thus, as indicated schematically in Figure 2, behavior was coded on an observational system for the analysis of coaching, and coded simultaneously under the three universal appeals within rhetoric: pathos, logos, and ethos.

The author memorized each category and dimension and their definitions. Each behavioral unit from the taped situations was then categorized according to dimension and category, or combination into

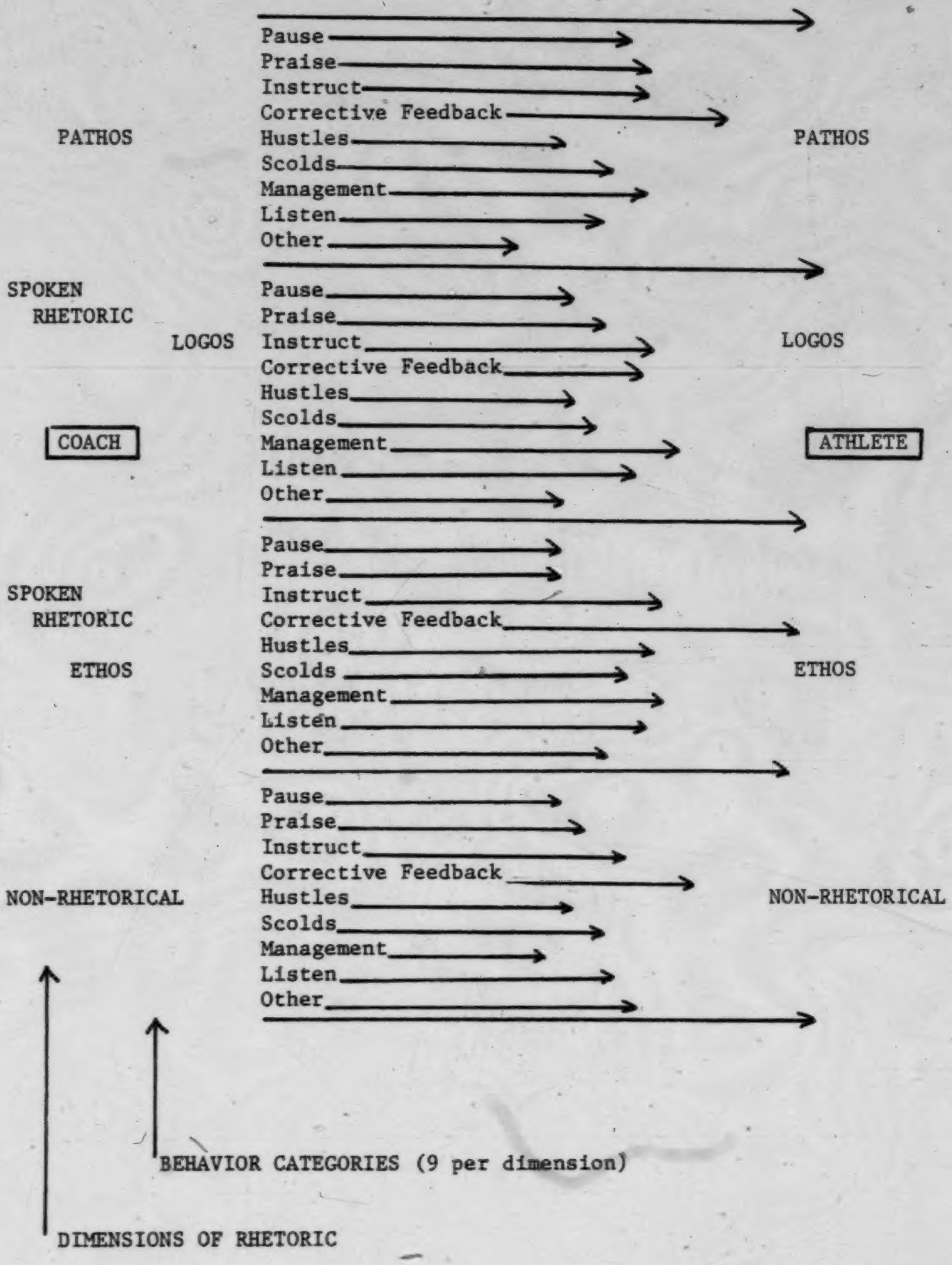
PATHOS
Pause
Praise
Instruct
Corrective Feedback
Hustles
Scolds
Management
Listen
Other
PATHOS
SPOKEN RHETORIC
LOGOS
Pause
Praise
Instruct
Corrective Feedback
Hustles
Scolds
Management
Listen
Other
LOGOS
COACH
ATHLETE
SPOKEN RHETORIC
ETHOS
Pause
Praise
Instruct
Corrective Feedback
Hustles
Scolds
Management
Listen
Other
ETHOS
NON-RHETORICAL
Pause
Praise
Instruct
Corrective Feedback
Hustles
Scolds
Management
Listen
Other
NON-RHETORICAL
BEHAVIOR CATEGORIES (9 per dimension)
DIMENSIONS OF RHETORIC

Figure 2. A Rhetorical Vehicle of Communication

which it best fit. As a listener present at the live communication, the researcher categorized by interpretation. Pauses were defined on dimension by context. In other words, if a pause was surrounded by words loaded with emotion, or on the pathos dimension, it was likely to be coded as P1 rather than E1, L1, or N1. Thus behavior was coded as any one or combination of the following:

P_{1-9} Any behaviors where the appeal to the athlete was emotional or affective.

L_{1-9} Behaviors where the appeal was logical or cognitive.

E_{1-9} Behaviors where the appeal was to the worth of the project or the good character of the coach or athletes.

N_{1-9} Behaviors in any of the nine categories which did not fit into the above dimensions.

In truly good rhetoric, these universal appeals will be found, to some degree, in every utterance. This factor had to be considered in a coding procedure separating the three parts of rhetoric. Often in coaching one statement may contain elements of emotional appeal (pathos) and elements of cognitive appeal (logos), although communicated on one behavior category (for example, instruction). If this occurred within one behavioral unit, the unit would be coded upon both dimensions, and each coding given a value of .5 or .33 if all three dimensional appeals were evident within the behavioral unit. Hence a unit coded as P_3 (pathos instruction) and L_3 (logos instruction) simultaneously would be counted as .5 under each of the respective dimensions. If a unit was coded as L_3 (logos instruction) and L_6 (logos scold), it would be given a value of .5 under each category within the logos dimension.

3

Behaviors were counted and charted on each dimension within each situation (see Figure 3). Four charts like Figure 3 were prepared for each of the nine situations, (one for each dimension per situation) a total of thirty-six. Key words were then identified to aid in the coding on dimensions. These were:

Pathos	Logos	Ethos	Non-rhetorical
affection	truth	universal	no function grammatically
emotion	logic	character	irrelevance
significance	intellect	commitment	
excitement	cognition	moral	
	reason	good	
	order	ideal	

Thus a total was obtained for each dimension, and the subsection of each behavior category on the dimension, for every situation. Percentages were calculated and charted for each dimension within each recorded situation (see Figure 4) and non-recorded situation (Figure 5). Percentages were calculated, and totals and percentages were charted for each category within each dimension and situation (Figure 6, Figure 7). A chart as such existed for each dimension.

A total count and percentages solely along categories was charted and behavior cluster measures and coaching style ratios (Smith, 1978) were calculated. Smith (1978, p. 19) identified various means of grouping data to reveal a comprehensive picture of the coach under observation. The behavioral clusters which are used in the present study are identified below.

Situation 1 Pathos Dimension

Key words: affective
emotion
significance
excitement

Date:

Members present:

Description of Coach and Pre-talk Circumstances:

Category	Tallies	Total	%
1. Pause			
2. Praise			
3. Instruct			
4. Corrective Feedback			
5. Hustles			
6. Scolds			
7. Management			
8. Listen			
9. Other			

KEY = 1 behavior coded once. value = 1
X behavior coded twice. value = 1/2
* behavior coded thrice. value = 1/3
⊗ behavior coded twice on same dimension.
⊛ behavior coded thrice on same dimension.

Figure 3. Observation of Verbal Coaching Behavior

SITUATION	% of Total	% Ethos	% Logos	% Pathos	% Non-Rhetorical
Three: After Match Talk					
Four: Before Match Talk					
Five: Communication During Match					
Six: After Match Talk					
Seven: Before Match Talk					
Eight: After Match Talk					
TOTALS					

Figure 4. Distribution of Recorded Data over Situation and Rhetorical Dimensions

SITUATION	% of Total	% Ethos	% Logos	% Pathos	% Non-Rhetorical
One: Pre-Tournament Interview					
Two: Pre-Tournament Talk					
Nine: Post-Tournament Talk					
TOTALS					

Figure 5. Distribution of Non-recorded Data over Situation and Rhetorical Dimensions

SITUATIONS

BEHAVIOR CATEGORIES	% f	(after match) 3	(pre-match) 4	(during match) 5	(post-match) 6	(pre-match) 7	(post-match) 8	f %	Totals
1. PAUSE	f								
	%								
2. PRAISE	f								
	%								
3. INSTRUCT	f								
	%								
4. CORRECTIVE FEEDBACK	f								
	%								
5. HUSTLES	f								
	%								
6. SCOLDS	f								
	%								
7. MANAGEMENT	f								
	%								
8. LISTEN (or silence after question)	f								
	%								
9. OTHER	f								
	%								
Total f									Total %
% of pathos per situation									Total f

$\frac{f}{2018}$ = % of total behavior =

f = frequency in raw data
% = percentage of situation

Figure 6. Recorded Situations - Distribution of Pathos Behaviors over Situation and Behavior Categories

SITUATIONS

BEHAVIOR CATEGORIES	f or %	(pre-tourney interview) 1	(pre tourney talk) 2	(post-tourney talk) 9	f % Totals
1. PAUSE	f				
	%				
2. PRAISE	f				
	%				
3. INSTRUCT	f				
	%				
4. CORRECTIVE FEEDBACK	f				
	%				
5. HUSTLES	f				
	%				
6. SCOLDS	f				
	%				
7. MANAGEMENT	f				
	%				
8. LISTEN (or silence after question)	f				
	%				
9. OTHER	f				
	%				
Total f					Total %
% of pathos per situation					Total f

$\frac{f}{2018}$ = % of total behavior =

f = frequency in raw data
% = percentage of situation

Figure 7. Non-Recorded Situations - Distribution of Pathos Behaviors over Situation and Behavior Categories

1. Primary Coaching Behavior - This refers to the behavior occurring in categories #3 instruct and #4 corrective feedback across all dimensions. These behaviors pertain directly to skill acquisition.
2. Affective Behavior - This refers to behavior occurring in categories #2, 5, and 6, praises, hustles, and scolds. These behaviors are fairly indicative of the emotional content of coaching communication and usually concern motivation or discipline.
3. Indirect Behavior - This refers to behaviors within categories #1, 2, and 8, pause, praise, and listen. This type of behavior sets the atmosphere of the coach's environment. These are not directed at the athlete specifically, but provide subtle cues as to how performance is received.
4. Direct Behavior - This refers to behavior within categories #3 to 7. According to Smith (1978) this type of behavior connotes an authoritative style of coaching characterized by giving orders, requiring attention and precision, and correcting errors (p. 21).
5. Positive Behavior - This refers to the amount of praise given by the coach (Category #2).
6. Negative Behavior - This refers to the amount of scolds directed to the athletes by the coach (Category #6).

By means of a comparison of these behavior clusters in ratio form, one can determine, to some extent, the coaching climate or coaching style which is being observed. Coaching style ratios used in this study correspond with most of Smith's (1978). These are: primary/affective behavior, indirect/direct behavior, and positive/negative behavior. These terms do not completely identify an environment that a particular coach creates, but studied in tandem with other aspects of the categorization, they can isolate certain factors of that environment for further consideration.

Percentages of each behavior category over each dimension in all recorded situations were then calculated. Finally, consistent with the phenomenon mentioned earlier, that in good rhetoric the three elements, pathos, logos, and ethos should be contained in every unit of speech, percentages were calculated on the number of behavioral units which were double or triple coded on the three rhetorical dimensions. This was done as a measure of evaluating the rhetoric of the coach as it varied from situation to situation.

JUSTIFICATION OF METHOD AND ANALYSIS SYSTEM

A first-year psychology student studying Pavlov's dogs soon gains insight into the intricate connection between psychological and physiological response. This interconnection has direct bearing on communication and the statement that each bit of communication contains cognitive and affective elements which are probably inseparable (Smith, 1978, p. 41).

This has been the general principle underlying the coding of data in the present study along dimensions of rhetorical appeal. Presumably, the three parts of rhetoric aim at persuasion through a knowledge of the connection between psychological and physiological response. The emphasis on Socratic rhetoric proves particularly suitable to coaching since the coach's audience is indeed active (i.e. directing questions to the coach).

In dividing and coding the data of the present study, rather than using an arbitrary rule for division and coding procedure, the author's familiarity with the subject's language and coaching environment led to coding by emphatic unit as well as the basic cognitive unit. This was particularly necessary since the subject characteristically employed an unusual word order and sentence structure.

In any study where the researcher becomes a part of the situation and engages in group activity within that situation, the language, code of behavior, and ideals of the group must be learned in order to really understand the meaning of interaction between group members (Lofland, 1971). Such was true of the interaction within the national team environment. In respect to this certain emotionally charged words are coded on the pathos or ethos dimension, or occasionally the hustle or scold categories of the logos dimension, while to an outsider they might appear as part of ordinary information-giving statements. Among such words found in the analysis are "national team," with the emphasis on the first syllable of "national"; words like "we" or "must" or "let's," which connect the group with their specific ideal and the responsibility of commitment to that ideal. Along this same line of thinking, the word "okay" can be coded various ways, according to context as well as the emphasis placed on the word itself.

This coding is consistent with Smith's (1978) ground rules for the use of the analysis system. He states (p. 6) that behavior should be assigned to categories according to how the observer perceives the effect on the participants. That is, as he mentions later (p. 45) the categories mean to divide behavior by function rather than by structure.

When questions from athletes are coded, they are put in the listen category (#8) of the non-rhetorical dimension because it was impossible for the author to know how the coach received the question. When a question was technical, it is generally coded on the logos dimension on the assumption that the coach must view it in a cognitive manner to emit the appropriate response.

The coding of joiners and repetition is dependent upon whether they were used for emphasis, for correction, or for increased understanding of the actual statement. Typically they would be coded as instruction, on the pathos dimension if used for emphasis, and on the logos dimension if used for correction or greater understanding. For example, consider the repeated words and their codes in the following two quasi-sentences:

> "And the $\overset{L_3}{\text{second}}$ thing how to,/ for the $\overset{L_3}{\text{spiker}}$, / how can I $\overset{L_3}{\text{upset}}$, / upset $\overset{L_3}{\text{opponent}}$ defence, / $\overset{L_1}{\text{uh}}$, / that's $\overset{L_3}{\text{two}}$."[3]
>
> "At $\overset{L_3}{\text{game}}$ time / everybody $\overset{L_3}{\text{had}}$ $\overset{P_3}{\text{good}}$ spirit, / $\overset{L_3}{\text{good}}$ $\overset{P_3}{\text{spirit's}}$ okay, / we need $\overset{P_3}{\text{good}}$ spirit, / but $\overset{L_3}{\text{individually}}$, / you must be $\overset{L_3}{\text{able}}$ to think, / $\overset{L_3}{\text{inside}}$, / L_1, / your $\overset{L_3}{\text{anticipation}}$./[4]

In the first example, the statement is predominantly instruct on the logos dimension. In the two phrases "how can I upset" and "upset opponent defence," the repetition of the word "upset" is for clarification. The second phrase elaborates upon the meaning of the first phrase. The pause before the final two words of the sentence has been coded on the logos dimension because it is surrounded by behavior on the logos dimension, and is considered, not a pause for emotional effect, but a pause to allow understanding to take place, or cognition before the sum-up of "that's two."

---

[3] Raw data - Situation 3, p. 4.

[4] Raw data - Situation 3, p. 5.

In the second example the repetition of "good spirit" over the three phrases becomes emotionally loaded instruction/repetition. The first two phrases "everybody had good spirit" and "good spirit's okay" contain elements of the instruct category on both the logos and the pathos dimensions. The third phrase "we need good spirit" has completed a transition to the pathos dimension only. This coding is based partly on the emphasis on the word "need" as well as the emotional content of the word "spirit" in the competition environment. With the phrase "but individually," the appeal is solely of the logos dimension again.

This study did not employ a second trained observer for purposes of data analysis. Data in this study, for the appropriate use of the analysis system, must be categorized according to intent. Familiarity, with not only the situation and the analysis system, but also with this coach and his particular use of language is necessary for such categorization. It is also paramount that the observer be present at the situation to code adequately, since the object of the communication may be indicated by glance or gesture and to know to whom a statement is directed often changes its interpretation entirely. Thus, although only verbal communication is analyzed in this study, it is verbal communication within a given setting. This would qualify only team personnel to be second coders for this particular study, an impossibility due to the nature of a national team gathered from across the country, and the fact that most members are still very heavily involved in training and competition and could not be trained to analyze the present study.

If these rules of observer-qualification seem harsh, consider the following two phrases:

L_4 L_6
"too much move in"
L_3 L_6 and
"doesn't have any idea"

The scold element in these statements could clearly be felt by the offending player and any observer. However, someone absent from the original situation or unfamiliar with the coach, might perceive the first statement as an indication of error and reinstruction. In fact the reinstruction is not "move in," but rather by implication don't move in. The statement "too much move in" is grouped as one behavioral unit rather than two because, in the word order of the master coach, "too much move in" really means "you have moved in too much." Thus the phrase is scold on the logos dimension (L_6) but also it is intended to reinstruct (corrective feedback) by encouraging the opposite action.

In the phrase "doesn't have any idea," which immediately followed the first phrase, categorization was (L_6) logos scold to encompass the scold toward the offending player. This phrase, however, was not directed at the offending player, but rather at the team setter. Thus it was also categorized logos instruction (L_3) to indicate instruction to the setter. The intended instruction is "don't expect this player to perform a skill she's not yet capable of."

Even an observer explicitly trained in the use of this analysis system could not be expected to understand such nuances of speech were he or she not present in the original situation.

CHAPTER IV. RESULTS

DISTRIBUTION OF BEHAVIOR OVER DIMENSIONS

Over the nine situations, a total of 2018 units of behavior were coded into nine behavior categories and four rhetorical or non-rhetorical dimensions. The six recorded situations (situations 3 - 8) represented 93% of the data collected or 1877 units of behavior. The three non-recorded or paraphrased situations represented 7% of the total data or 141 units of behavior. Table 1 represents the distribution of the recorded data over the six situations and the four dimensions of rhetorical appeal. Table 2 represents the distribution of the non-recorded data. Tables representing quantities and percentages of the two kinds of data when considered together are presented in Appendix B.

Of the recorded data, every situation was dominated by the logos or cognitive dimension of rhetorical appeal. This was the trend in the non-recorded data as well, with the exception of situation nine, the post-tournament talk in which the ethos dimension or the appeal to source-credibility and goal commitment was dominant. Although no situation was characterized largely by communication on the pathos or emotional dimension, the situation containing the highest percentage of affective (pathos) communicative behavior was situation five, the court-side communication (36.8%).

Table 1. Distribution of Recorded Data Over Situations and Rhetorical Dimensions

SITUATION	% of Total	% Ethos	% Logos	% Pathos	% Non-Rhetorical
THREE: After Match Talk	43.0	4.1	84.4	7.7	3.8
FOUR: Before Match Talk	4.5	6.5	79.2	9.5	4.7
FIVE: Communication During Match	9.8	0.8	61.9	36.8	0.5
SIX: After Match Talk	5.7	0.0	91.1	2.8	6.0
SEVEN: Before Match Talk	18.6	3.4	90.3	6.0	0.3
EIGHT: After Match Talk	18.4	16.1	70.0	13.2	0.7
TOTALS	100.0	5.7	80.8	11.0	2.5

# of behavioral units of recorded data = 1877

93% of total data

Table 2. Distribution of Non-recorded Data Over Situations and Rhetorical Dimensions

SITUATION	% of Total	% Ethos	% Logos	% Pathos	% Non-Rhetorical
ONE: Pre-Tournament Interview	31.2	3.0	94.0	3.0	0.0
TWO: Pre-Tournament Talk	36.2	22.5	56.9	20.6	0.0
NINE: Post-Tournament Talk	32.6	74.0	13.0	13.0	0.0
TOTALS	100.0	33.2	54.1	12.7	0.0

# of behavioral units of non-recorded data = 141

7% of total data

DISTRIBUTION OF BEHAVIOR OVER SITUATIONS AND CATEGORIES

Tables 3 to 6 represent the distribution of recorded behavior on the dimensions of rhetoric. Table 3 represents the distribution of the 11.0% of this behavior which was coded on the pathos dimension. The behavior category #3, instruct, contains nearly half, 48.8% of all pathos-coded behavior over the six recorded situations.

Table 4 represents the distribution of the 80.8% of behavior which was coded on the logos dimension. Again the behavior category #3, instruct, contains the largest percentage of the logos behaviors (71.2%). In the % of situation row at the bottom of the table, note that every recorded situation has the majority of behavior coded on this dimension.

Table 5 represents the distribution of the 5.7% of behavior coded on the ethos dimension. Of these, the instruct category again accounted for the largest amount (74.9%) of ethos-coded behavior. Table 5 indicates that the ethos behavior centers on the instruct category and is not distributed throughout the other behavioral categories to the extent occurring on the pathos and logos dimensions.

Table 6 represents the distribution of the 2.5% of recorded behavior coded as non-rhetorical. Non-rhetorical behavior occurred only within the behavior categories of pause, listen, and other. The majority (68.5%) occurred in #1, the pause category. Note in the % of situation row, no situation was composed of more than 6% non-rhetorical behavior.

Table 3. Distribution of Pathos Behaviors Over Situations and Behavior Categories

SITUATIONS

BEHAVIOR CATEGORIES	f or %	3 (after match)	4 (pre-match)	5 (during match)	6 (post-match)	7 (pre-match)	8 (post-match)	f % Totals
1. Pause	f	13		4.5		3.0	4.0	24.5
	%	21		6.6		14.4	8.8	11.8
2. Praise	f	.5		4.0			1.0	5.5
	%	0.8		5.9			2.2	2.7
3. Instruct	f	35.8	8.0	14.5	3.0	16.3	23.5	101.16
	%	57.9	100.0	21.3	100.0	78.4	51.6	48.8
4. Corrective Feedback	f	6.5		27.5				34
	%	10.5		40.4				16.4
5. Hustles	f	1.0		12.0		1.5		14.5
	%	1.6		17.7		7.2		7.0
6. Scolds	f	2.5		4.5			17.0	24.0
	%	4.1		6.6			37.4	11.6
7. Management	f							0.0
	%							0.0
8. Listen	f			1.0				1.0
	%			1.5				0.5
9. Other	f	2.5						2.5
	%	4.1						1.2
Total f		61.8	8.0	68.0	3.0	20.8	45.5	Total f 207.16
% of pathos per situation		7.7	9.5	36.8	2.8	6.0	13.2	Total % 100.0

f = frequency in raw data — $\frac{f}{2018}$ = % of total behavior = 10.3%

% = percentage of situation — $\frac{f}{1877}$ = % of recorded behavior = 11.0%

Table 4. Distribution of Logos Behaviors Over Situation and Behavior Categories

		SITUATIONS						
BEHAVIOR CATEGORIES	f or %	3 (after match)	4 (pre-match)	5 (during match)	6 (post-match)	7 (pre-match)	8 (post-match)	f % Totals
1. Pause	f	106.5	4.0	3.5	19.5	26.5	27.5	187.5
	%	17.5	6.0	3.0	20.0	8.4	11.4	12.3
2. Praise	f	3.5		1.0			5.0	9.5
	%	0.5		0.9			2.0	0.6
3. Instruct	f	459.16	58.5	21.0	72.5	282.84	186.0	1080.0
	%	67.4	88.0	18.3	74.0	89.7	77.0	71.2
4. Corrective Feedback	f	82.3		74.0			15.0	171.3
	%	12.0		64.6			6.2	11.3
5. Hustles	f	10.3	1.0	8.5		6.0		25.83
	%	1.5	1.5	7.4		1.9		1.7
6. Scolds	f	11.0		5.5	2.5		8.0	27.0
	%	1.6		4.8	2.5		3.3	1.8
7. Management	f	2.0			2.0			4.0
	%	0.3			2.0			0.3
8. Listen	f	3.0			1.0			4.0
	%	0.4			1.0			0.3
9. Other	f	3.0	3.0	1.0				7.0
	%	0.4	4.5	0.9				0.5
Total f		680.83	66.5	114.5	97.5	315.3	241.5	Total f 1516.17
% of logos per situation		84.4	79.2	61.9	91.1	90.3	70.0	Total % 100.0

$$\frac{f}{2018} = \text{\% of total behavior} = 75.1\%$$

$$\frac{f}{1877} = \text{\% of recorded behavior} = 80.8\%$$

Table 5. Distribution of Ethos Behaviors Over Situation and Behavior Categories

BEHAVIOR CATEGORIES	f or %	SITUATIONS 3 (post-match)	4 (pre-match)	5 (during match)	6 (post-match)	7 (pre-match)	8 (post-match)	f %	Totals
1. Pause	f	8.0				2.5	8.0		18.5
	%	24.0				21.1	14.4		17.2
2. Praise	f						3.0		3.0
	%						5.3		2.8
3. Instruct	f	22.83	5.5	0.5		8.33	43.5		80.66
	%	68.5	100.0	33.33		70.5	78.5		74.9
4. Corrective Feedback	f	2.5		1.0					3.5
	%	7.5		66.66					3.3
5. Hustles	f					1.0			1.0
	%					8.4			.9
6. Scolds	f						1.0		1.0
	%						1.8		.9
7. Management	f								0.0
	%								0.0
8. Listen	f								0.0
	%								0.0
9. Other	f								0.0
	%								0.0
Total f		33.33	5.5	1.5	0.0	11.83	55.5		Total f 107.66
% of ethos per situation		4.1	6.5	0.8	0.0	3.4	16.1		Total % 100.0

$\frac{f}{2018}$ = % of total behavior = 5.3%

$\frac{f}{1877}$ = % of recorded behavior = 5.7%

Table 6. Distribution of Non-rhetorical Behaviors Over Situation and Behavior Categories

		SITUATIONS							
BEHAVIOR CATEGORIES	f or %	3 (post-match	4 (pre-match)	5 (during match)	6 (post-match)	7 (pre-match)	8 (post-match)	f %	Totals
1. Pause	f	21.5	2.0		4.5	1.0	2.5		31.5
	%	69.3	50.0		69.2	100.0	100.0		68.5
2. Praise	f								0.0
	%								0.0
3. Instruct	f								0.0
	%								0.0
4. Corrective Feedback	f								0.0
	%								0.0
5. Hustles	f								0.0
	%								0.0
6. Scolds	f								0.0
	%								0.0
7. Management	f								0.0
	%								0.0
8. Listen	f	5.0	2.0	1.0	1.0				9.0
	%	16.1	50.0	100.0	15.4				19.6
9. Other	f	4.5			1.0				5.5
	%	14.5			15.4				11.9
Total f		31.0	4.0	1.0	6.5	1.0	2.5		Total f 46.0
% of non-rhetorical per situation		3.8	4.7	0.5	6.0	0.3	0.7		Total % 100.0

$$\frac{f}{2018} \times 100 = \text{\% of total behavior} = 2.3\%$$

$$\frac{f}{1877} \times 100 = \text{\% of recorded behavior} = 2.5\%$$

Tables 7, 8, and 9 represent the distribution of the non-recorded or paraphrased data across the dimensions of rhetoric. There is no table representing non-recorded data on the non-rhetorical dimension as no data from situations one, two or nine was coded as non-rhetorical.

Table 7 represents the distribution of the 12.6% of non-recorded behavior coded on the pathos dimension. Over half of these behaviors (56.1%) occurred in the management category of situation two, the pre-tournament talk. Nearly one quarter (24.3%) of the non-recorded pathos behavior occurred in the instruct category.

Table 8 represents the distribution of the 54.1% of the non-recorded behavior coded as logos behavior. Of these behaviors, 83.8% were coded as instruct and 16.2% as management. Both situations one and two were predominantly logos behavior.

Table 9 represents the distribution of the 33.2% of the non-recorded behavior coded on the ethos dimension. 80.1% of the ethos behavior was instruction. Note situation nine, the post-tournament talk is the only situation coded as predominantly ethos behavior (73.9%).

Table 7. Non-recorded Situations - Distribution of Pathos Behaviors Over Situation and Behavior Categories

		SITUATIONS			
BEHAVIOR CATEGORIES	f or %	1 pre-tourney interview	2 pre-tourney talk	9 post-tourney talk	f % Totals
1. Pause	f				0.0
	%				0.0
2. Praise	f				0.0
	%				0.0
3. Instruct	f	1.33	0.5	2.5	4.33
	%	100.0	4.8	41.7	24.3
4. Corrective Feedback	f				0.0
	%				0.0
5. Hustles	f				0.0
	%				0.0
6. Scolds	f			3.5	3.5
	%			58.3	19.6
7. Management	f		10.0		10.0
	%		95.2		56.1
8. Listen	f				0.0
	%				0.0
9. Other	f				0.0
	%				0.0
Total f		1.33	10.5	6.0	f Total 17.83
% of pathos per situation		3.0	20.6	13.0	% Total 100.0

f = frequency in raw data

% = percentage of situation

$\frac{f}{2018} \times 100$ = % of total behavior = 0.9%

$\frac{f}{141} \times 100$ = % of non-recorded behavior = 12.6%

Table 8. Non-recorded Situations - Distribution of Logos Behaviors Over Situation and Behavior Categories

		SITUATIONS			
BEHAVIOR CATEGORIES	f or %	1 pre-tourney interview	2 pre-tourney talk	9 post-tourney talk	f % Totals
1. Pause	f				0.0
	%				0.0
2. Praise	f				0.0
	%				0.0
3. Instruct	f	41.33	16.6	6.0	64.0
	%	100.0	58.0	100.0	83.8
4. Corrective Feedback	f				0.0
	%				0.0
5. Hustles	f				0.0
	%				0.0
6. Scolds	f				0.0
	%				0.0
7. Management	f		12.33		12.33
	%		42.0		16.2
8. Listen	f				0.0
	%				0.0
9. Other	f				0.0
	%				0.0
Total f		41.33	29.0	6.0	f Total 76.33
% of logos per situation		93.9	56.8	13.0	% Total 100.0

$\frac{f}{2018}$ x 100 = % of total behavior = 3.8%

$\frac{f}{141}$ x 100 = % of non-recorded behavior = 54.1%

Table 9. Non-recorded Situations - Distribution of Ethos Behaviors Over Situation and Behavior Categories

		SITUATIONS			
		1	2	9	
BEHAVIOR CATEGORIES	f or %	pre-tourney interview	pre-tourney talk	post-tourney talk	f % Totals
1. Pause	f				0.0
	%				0.0
2. Praise	f			3.0	3.0
	%			8.8	6.4
3. Instruct	f	1.33	6.67	29.5	37.5
	%	100.0	57.9	86.7	80.1
4. Corrective Feedback	f			1.5	1.5
	%			4.5	3.2
5. Hustles	f				0.0
	%				0.0
6. Scolds	f				0.0
	%				0.0
7. Management	f		4.83		4.83
	%		42.1		10.3
8. Listen	f				0.0
	%				0.0
9. Other	f				0.0
	%				0.0
Total f		1.33	11.5	34.0	f Total 46.83
% of ethos per situation		3.0	22.5	73.9	% Total 100.0

$\frac{f}{2018}$ x 100 = % of total behavior = 2.3%

$\frac{f}{141}$ x 100 = % of non-recorded behavior = 33.2%

DISTRIBUTION OF BEHAVIOR BY DIMENSIONS AND CATEGORIES

The total count of raw data across all recorded situations is represented in Table 10, as well as the behavior cluster measures and the coaching style ratios. Of the 1877 units of recorded behavior, 207.16[2] or 11.0% were coded on the pathos dimension; 1516.17 or 80.8% were coded on the logos dimension; 107.67 or 5.7% were coded on the ethos dimension; and 46 units or 2.5% were coded as non-rhetorical.

Grouping categories #3 instruct and #4 corrective feedback, across all situations resulted in 78.3% of all recorded behavior classified as Primary Coaching Behavior (see Table 10). Affective behavior, a cluster of categories #2 praise, #5 hustles, and #6 scolds, amounted to 5.9% of the recorded behavior. Indirect behavior, categories #1 pause, #2 praise, and #8 listen, was equal to 15.7%, while Direct behavior, categories #3 through #7, was equal to 83.5%. There was 1% Positive behavior or praise, and 2.8% Negative behavior or scolds.

The ratio of Primary to Affective coaching behavior was 12.5. The Indirect/Direct ratio was .19. The ratio of Positive to Negative behavior was .38. The total time of the tape transcribed was one hour and twenty-two minutes. Of this time, empty pauses and listen categories made up eight minutes and forty-four seconds.

Distribution of behavior over all situations is represented in Table 11. Of the 78.35% Primary Coaching Behavior, 67.2% occurred in the instruct category, 56.5% within the logos dimension, and 11.1% occurred in the corrective feedback category, 9.1% within the logos dimension. The boxed area in Table 11 represents those behaviors, a total of 66.66% which occurred under both the logos dimension and the Primary coaching categories.

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[2] As discussed on page 30, these decimal values are the result of coding one behavioral unit on more than one dimension or category.

Table 10. Distribution of Recorded Data Over Behavior Categories

Category	Dimensions Pathos	 Logos	 Ethos	 Non-R	Totals	%
1. Pause	24.5	187.5	18.5	31.5	262	13.96
2. Praise	5.5	9.5	3.0	0.0	18	.96
3. Instruct	101.16	1080.0	80.67	0.0	1261.83	67.22
4. Corrective Feedback	34.0	171.33	3.5	0.0	208.84	11.13
5. Hustles	14.5	25.83	1.0	0.0	41.33	2.20
6. Scolds	24.0	27.0	1.0	0.0	52.0	2.77
7. Management	0.0	4.0	0.0	0.0	4.0	.21
8. Listen	1.0	4.0	0.0	9.0	14.0	.75
9. Other	2.5	7.0	0.0	5.5	15.0	.80
TOTALS	207.16	1516.17	107.67	46.0	1877.0	100.0

Behavior Cluster Measures

1. Primary Coaching Behavior (P.C.)
Cat. 3 & 4 ($\frac{1470.66}{1877}$ x 100) = 78.3%

2. Affective Behavior (A)
Cat. 2,5 & 6 ($\frac{111.33}{1877}$ x 100) = 5.9%

3. Indirect Behavior (I)
Cat. 1,2 & 8 ($\frac{294}{1877}$ x 100) = 15.7%

4. Direct Behavior (D)
Cat. 3-7 ($\frac{1568}{1877}$ x 100) = 83.5%

5. Positive Behavior (+)
Category 2 ($\frac{18}{1877}$ x 100) = 1%

6. Negative Behavior (-)
Category 6 ($\frac{52}{1877}$ x 100) = 2.8%

Coaching Style Ratios

1. Primary/Affective
$\frac{1470.66}{117.83}$ = 12.5

2. Indirect/Direct
$\frac{294}{1568}$ = .19

3. Positive/Negative
$\frac{18}{52}$ = .38

Total behavior recorded
1 hr. 22 min.

empty recording

Cat. 1 & 8 (pause & listen) =
8 min. 44 sec.

Table 11. Distribution of Behavior in all Recorded Situations
(in percent)

BEHAVIOR CATEGORIES	DIMENSIONS Pathos	Logos	Ethos	Non-R	% of TOTAL BEHAVIOR
1. Pause	1.29	9.99	0.99	1.67	13.96
2. Praise	.29	0.51	0.16	0.00	0.96
3. Instruct	5.39	▨ 57.53	4.30	0.00	78.35 { 67.22
4. Corrective Feedback	1.81	▨ 9.13	0.19	0.00	P.C.* 11.13
5. Hustles	.77	1.38	0.05	0.00	2.20
6. Scolds	1.27	1.45	0.05	0.00	2.77
7. Management	0.00	0.21	0.00	0.00	0.21
8. Listen	0.05	0.21	0.00	0.49	0.75
9. Other	0.13	0.38	0.00	0.29	0.80
% of total behavior	11.0	80.79	5.74	2.45	100.0

*P.C. = primary coaching behavior

▨ = 66.66% of all behavior

AN EVALUATION OF THE QUALITY OF RHETORIC

Table 12 represents the quality of rhetoric in each of the recorded situations. Ideally speech will contain elements of all three dimensions of rhetorical appeal for maximum impact on the athletes. Table 12 represents the degree to which units of behavior within the six recorded situations were coded on two or three dimensions of rhetoric. Only situation seven contained triple coding (i.e. an element of each kind of rhetoric within one behavioral unit). The situation which appears to be the best rhetoric is situation four, the pre-match talk, which appealed to more than one dimension of rhetoric 25% of the time.

Table 12. Quality of Rhetoric in Recorded Situations

Situation	Time	Total units	Double/Triple Codings	%
3. post-match	26 min.	807	96.0	11.94
4. pre-match	3 min.	84	21.0	25.0
5. during match	6 min.	185	18.0	9.73
6. post-match	3 min.	107	7.0	6.54
7. pre-match	11 min.	349	45.0*	12.90
8. post-match	13 min.	345	48.0	13.90

Total time = 62 minutes live recording. Average 13.33%

* Situation 7 includes 1.0 triple coding.

CHAPTER V. DISCUSSION

RESULTS OVER SITUATIONS

One variable which directly influenced the results of this study is situation. Neither the coach under observation nor the observer had influence upon the scheduling of matches, tournament regulations, or other factors of the environment external to the team unit. Due to this fact, insight can be gained when the analysis of the coach's rhetoric is examined as it varied in each situation.

The non-recorded behavior was distributed in approximate thirds over the three non-recorded situations (Table 2). Since these situations were paraphrased, they are not a true indication of the coach's rhetorical skill, but they are an accurate representation of the intent of the talk as perceived by the participant-observer.

Situation one (the pre-tournament interview) was coded as 94% logos-oriented communication. This is the highest representation of logos behavior in any situation, recorded or non-recorded. One characteristic of this situation which may have contributed to this high frequency of logos behavior is the fact that this was the only situation where the coach was dealing with a one-to-one relationship. He replied to and expounded upon direct questions. An example of a logos monologue from situation one follows.

> Skill $\overset{L_3}{\text{development}}$ / way to $\overset{L_3}{\text{stop}}$ stiffness / in $\overset{L_3}{\text{defence}}$/ $\overset{L_3}{\text{for}}$ instance / is from $\overset{L_3}{\text{practice}}$ / $\overset{L_3}{\text{repetition}}$ / $\overset{L_3}{\text{developing}}$ the motor pathway / but specific $\overset{L_3}{\text{game}}$ time skills / come

$\overset{L_3}{\text{from}}$ / mental $\overset{L_3}{\text{preparation}}$ / and mental $\overset{L_3}{\text{involvement}}$ in play. / As exhibited in Tables 7, 8, and 9, the behavior within this one-to-one situation was all direct instruction. Instruction was upon the pathos or ethos dimensions only a few times in this situation. Coding on these dimensions occurred when he began to explain his understanding of the players as in the following example.

> $\overset{L_3}{\text{explaining}}$ a situation / or $\overset{L_3}{\text{teaching}}$ a skill / to $\overset{L_3}{\text{players}}$ / he $\overset{L_3}{\text{looks}}$ $\overset{P_3}{\text{at}}$ $\overset{E_3}{\text{their}}$ eyes / and knows $\overset{L_3}{\text{which}}$ $\overset{P_3}{\text{player}}$ understands the skill to be done, / and which $\overset{L_3}{\text{player}}$ is listening / but doesn't $\overset{L_3}{\text{understand}}$ the concept / of the $\overset{L_3}{\text{skill}}$ to be performed. /

Situation two (the pre-tournament talk) was the most equally distributed across the rhetorical dimensions of the non-recorded situations. The 20.6% pathos behavior was predominantly management (Table 7), the 56.9% logos behavior was management and instruction (Table 8), and the 22.5% ethos behavior was also management and instruction (Table 9). Situation two was the only situation containing such a high frequency of management behavior. The coach felt the need for such a talk before the tournament began. He used this gathering to outline behavioral expectations (coded as management) as well as performance expectations and the route to their achievement (coded as instruction). The following phrases from situation two are management-coded.

> the $\overset{L_7}{\text{specifics}}$ / of this $\overset{L_7}{\text{particular}}$ tournament / respecting the $\overset{L_7}{\text{Chinese}}$ people / not to $\overset{L_7}{\text{wear}}$ shorts etc. / not being late for $\overset{L_7}{\text{meetings}}$ / buses $\overset{L_7}{\text{etc.}}$ / the $\overset{L_7}{\text{regulations}}$ were discussed. /

These were coded as logos-management because they are specific instructions about adapting to this tournament. These comments were delivered in a flat matter-of-fact tone of voice. The following excerpt, coded as instruction, was more equally divided among the rhetorical dimensions and related to the team's purpose and objectives.

> Moo discussed $\overset{E_3\ P_7}{\text{the}}$ team purpose / how $\overset{L_3\ E_3}{\text{difficult}}$ / it would
> be $\overset{L_3}{\text{for}}$ $\overset{E_3}{\text{us}}$ to advance / in the World $\overset{L_3}{\text{Championships}}$ / and to
> $\overset{L_3}{\text{qualify}}$ $\overset{E_3\ P_7}{\text{for}}$ the Moscow Olympics / that we $\overset{L_3}{\text{were}}$ new together /
> we needed $\overset{L_3}{\text{experience}}$ /

Situation nine (the post-tournament talk) was the only situation where the majority of behavior was coded on the ethos dimension (74%). These again centered on the instruct category. The existence of behavior coded as pathos-scold within this situation suggests the disciplinary tone of delivery, and that it was a post-tournament talk and contained evaluative comments. The data within situation nine is included in Appendix C.

These situations of non-recorded behavior are all from talks outside the setting of the game or stadium. In situations two and nine, the distribution of behavior is more equal across the rhetorical dimensions than is found in the recorded situations. This may be an indication that the coach had more time to prepare for the talk, and that the talk was more comprehensive than the recorded situations which focused on game performance.

The six recorded situations give an indication of the quality of the master coach's rhetoric. As indicated in Table 12, situation four contains the greatest percentage of behavioral units coded two or three times over rhetorical dimensions. In situation four only one quarter of the units contained appeal to more than one dimension. Across all recorded situations the average double-coding per situation was 13.33%. This implies that this coach was fairly narrow in his appeal to the athletes and will satisfy those athletes who respond best under the *logos* appeal. He is only appealing to a wider range 13% of the time. This dominance of *logos* appeal is evident throughout the recorded situations. *Situations 3, 4, 6 and 7* are 80-90% *logos*. The fact that the pre-match talks are not equally distributed across rhetorical dimensions suggests (contrary to the non-recorded data) that preparation time is not a factor in the quality of this coach's rhetoric.

Situation eight (the last post-match talk) varies slightly away from *logos*. With 16.1% *ethos*-coded behavior, *situation eight* has the most *ethos* behavior of the recorded situations. Since this was the talk after the last match, the *ethos* behavior suggests a tone of evaluation and motivation.

Situation five (communication during the match) was the only situation with a large amount of *pathos* behavior (36.8%). This does not seem unusual since the communication was recorded during the actual game when the coach's and athletes' emotions are likely affecting performance and communication appealing to the emotions would be appropriate. This appeal may stabilize the emotional influence as well as heighten the positive effect that such emotion might have on performance.

It does seem unusual that no *pathos* behavior dominates the pre-match or post-match talks. This may indicate the control the coach had over his own emotions.

RELATIONSHIP OF RESULTS WITH PREVIOUS RESEARCH

Although the present study employed a major variation in method by coding rhetorical dimensions as well as behavioral categories, the results are consistent with those of previous studies using only behavioral categories.

Tharp and Gallimore (1976) found that verbal instruction constituted 50.3% of all coaching behavior in a practice setting. Considering the recorded behavior of the competitive setting, this study found 67.2% to be verbal instruction. Tharp and Gallimore (1976) further state that in their study of John Wooden, about 75% of the total behavior observed was instruction-loaded throughout the various categories including basic instruction. This is in agreement with the instruction-loaded cluster (primary coaching behavior) in the present study consisting of 78.35% of the total behavior recorded. Another point of agreement between these two studies is the absence of praise. Although the study on John Wooden reported 6.9% praise, the authors commented that praise was negligible in the coach's behavior. The same study reported 14.6% scold-oriented behavior. Although these figures are considerably higher than the present study (Table 11 - praise 0.9%, scold 2.8%), the positive to negative coaching style ratio is quite similar (.47 in the Tharp and Gallimore study, .38 in the present study).

Behavior within the present study supports the finding reported in Tharp and Gallimore (1976) that scold-reinstruction behaviors play an important role in coaching. Particularly in the court-side situation (situation five) a number of behaviors were double-coded as instruct and scold or corrective feedback and scold. This occurred both on the pathos and logos dimensions where most of the situation five behaviors were coded.

Further reinforcement of the present study is reported by Usher (1977) who found that verbal behavior constitutes two-thirds of all coaching behavior. In a study of hockey coach Clare Drake, he categorized 70% of that behavior as verbal instruction. This is consistent with the 67.2% verbal instruction within the present study.

This discussion supports the notion that the additional analysis of rhetoric in the present study has not confounded the behavioral analysis. The suitability of rhetorical analysis is reinforced by the fact that the data communicated by a master coach was distributed to some extent throughout the dimensions. In support of Smith's (1978) notion of the affinity of cognitive and affective elements, the present study found elements of the logos and pathos dimensions in every situation, and elements of every behavioral category within both of these dimensions.

ANOTHER CULTURE -- A MASTER COACH?

As mentioned briefly in Chapter I and discussed in Appendix A, there were some unusual circumstances in the national team environment due to a conflict of cultures. Some valid questions of this study are: is the coach under observation really a master coach if he is not fluent in the language of the team? Is a master coach from Korea automatically a master coach in Canada, or any other country where extreme cultural differences exist? How did this coach overcome the differences, if he did, and what was the team's reaction to the cultural barriers?

Perhaps master coach is a relative term, implying that one whose knowledge is great is considered the master until others achieve an equal or near equal standing. The only method of evaluating the process of coaching is the athletes' performance or improvement. It is difficult to assess the coaching influence in these factors. In addition to the achievements and recognition that were mentioned earlier as qualifying this particular coach as a master, the results of the present study reinforce these qualifications.

The fact that a successful basketball coach (John Wooden, Tharp and Gallimore, 1976), hockey coach (Clare Drake, Usher, 1977), and volleyball coach (Moo Park, present study) exhibit a very similar distribution of communicative behavior, may indicate the development of a profile of a good coach. Based on past achievements and the research compiled on these coaches it would seem safe to assume that they are qualified as masters. It remains to be seen if research on an unsuccessful coach would offer a similar or dissimilar profile.

One would suspect that, although similarities in behavioral profiles exist in the three coaches mentioned above, the two coaches who were coaching in a familiar language would appeal to the athletes on a wider scale of rhetoric. A master coach in a new culture, using a new language, has one major link with his audience, that of technique and strategy. He does not have a common background, or similar rules of communication. This mention of rules is in reference to the Korean's concept of place. An inferior never asks a superior a challenging question, always bows in the presence of a superior, speaks when spoken to, etc. It is quite reasonable that these variations of interaction would have greater effect on the ethos and pathos dimensions of rhetoric than on the more technically oriented logos dimension.

The Canadian volleyball team, from various backgrounds, working with a coach from another culture recognized the technical unifying factor of the group. In the team's history, before the Montreal Olympic Games, there was a clear sense of purpose, and the new foreign coach was given a great deal of respect and reverance for his technical knowledge. Such hardships as training longer or no water breaks were endured patiently and the coach was approached seldom and with respect whenever changes were requested. This initial phase of adaptation led to understanding between the coach and athletes. When these athletes gradually retired and new younger players joined the master coach, the initial phase did not reoccur, as though the coach expected the new players to learn by the example of the other players how their behavior must be adapted. This tradition is typical of volleyball teams in Korea. One subordinate is carefully taught the rules of behavior and becomes responsible for teaching the others. In the situation of the Canadian team, to those players who did not take part in the initial phase of adaptation to the master coach, many of his actions seemed strange and without warrant. This may explain the lack of a communicative bond on the ethos and pathos dimensions of rhetoric. Even new players, however, were very aware of the logos communication and responded well to technical instruction. Perhaps this master coach then increased his behavior in those areas (logos appeal) where he was best understood.

CHAPTER VI. SUMMARY AND CONCLUSIONS

SUMMARY

The verbal behavior of a successful and highly reputable volleyball coach was observed and recorded during an international volleyball competition. Follow-up analysis consisted of coding of behavior upon a system specifically designed for the observation of coaching, and upon dimensions of rhetorical appeal as described by Aristotle.

Ninety-eight percent of this master coach's communication in a competitive setting was classified as rhetoric. In other words, he hardly spoke, if he wasn't coaching, teaching, or in some way trying to persuade his audience or lead them to a better understanding of the situation. Sixty-two percent of his recorded behavior was direct instruction, and 80.8% appealed to the cognitive strategies (*logos* dimension of appeal) of his audience. Seventy-eight percent of his recorded behavior was instruction oriented, and there were few *praises* or *scolds*. The recording of actual game communication (situation five) consisted of instructive behavior, but with a greater appeal to the affective strategies (pathos - 37%) of his audience. Observed behavior before and after the tournament consisted of *management* and *instruct* behaviors and appealed to the credibility of the activity (*ethos*) and to the cognitive strategies of the audience.

The focus of this coach's rhetoric was narrow (*logos* appeal) and appealed to more than one dimension an average of 13.3% of the time. It is not possible to conclude which situations led this coach to communicate well or not so well. Situation four (a pre-match talk), in which a wider appeal was exhibited 25% of the time, is the best communication of the nine situations studied.

INFORMATION ABOUT COACHING

The following are factors apparent in coaching, learned objectively from data in the present study and subjectively from the presence of the participant-observer within the team setting.

1. Coaching at an elite level involves a large amount of highly technical instruction, often in the form of correction.
2. This master coach seldom praises.
3. Before and after a competitive tournament this coach's communication appealed more to universal concerns and less to the need for immediate adaptation. This is consistent with interaction theory mentioned briefly in Chapter One. That behavior is a function of parameters of the person X parameters of the situation is reinforced here. The change in this coach's behavior supports the notion that the athlete is influenced by situation and the coach adapts his behavior to the new situation and its potential effect upon the athlete.
4. A coach may become emotional in certain situations, but this emotionality must be directed. If emotional release is only general excitement or undirected speech, it is of no help to the athletes. During court-side talk, this coach was emotional, but his statements were very specific and technical, usually pertaining to peculiarities of the situation and containing a high degree

of reinstruction.

5. Often new skills were introduced in post-game communication, with justification for the skill stated, using examples from the game, then a discussion of technique.
6. If a coach is from another culture, common experiences must be found to ensure communication upon a wide range of appeal to the athletes.
7. In any sport, the athlete will respond best if he or she is certain of three things. "The coach is a good person" (ethos); "the coach knows his sport" (logos); "the coach likes me" (pathos).

RECOMMENDATIONS

1. The Observational System for the Analysis of Coaching Behavior (Smith, 1978) was specifically designed for practice, not competition, settings. It adapted well to analysis of the competition setting. The deletion of the demonstration +, demonstration -, and monitor categories and the addition of the listen and pause categories are recommended for the use of this system in replications of the present study.
2. In light of the fact that the present study and previous research have resulted in a predominance of behavior on the instruct category, the author strongly supports the suggestion by Smith (1978) that the instruct category be sub-divided in future research. One such division for the competitive setting could be situation-specific instruction. The data within the present study would support division of instruction that was competition-specific, player-specific, opponent-specific, and management-specific.

Management-specific instruction refers to those details of management which do not fall into the management category of house-keeping activities not related to game play (see p. 27). These would include instruction specific to judges, referees, or unusual equipment or facilities. This type of instruction exists within the competitive environment, and is not as technical as other behaviors in the instruct category. Thus there is a need for a category in which to code these kinds of management behaviors.

3. Brief reference was made in the present study to successful communication as a variable of the stage of development in the coach-athlete relationship. Further study is recommended using the various rhetorical appeals to the athletes, at different stages of the team development and the coach-athlete relationship. These investigations should incorporate practices and competitions.
4. Earlier in this study there was a discussion on the term "master" coach. Many ambiguities surrounding this term could be clarified through investigation of unsuccessful or poor coaches. Such study is recommended to isolate factors involved in good coaching.
5. Similarities occur between Schutz's dimensions of giving-receiving, Aristotle's division of rhetoric, and Bird's dimensions of group dynamics in team sports (see Chapter II). Further research is needed in coaching, particularly in team sports, to determine the best measuring device for these dimensions, and to establish priorities of need in the team environment.

CONCLUSION

The uniformity of results between this study and previous research is heartening. It suggests that variations in method may be used to expand the investigative procedure. The study of results by situation, and in recorded and non-recorded groups, added a comparative dimension to the present study. The predominance of *logos* appeal and of direct *instruction* demonstrates a need to evaluate the measuring instruments used in coaching research. One profile of a master coach has emerged here, and hopefully interest is aroused for future research in the process of coaching.

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APPENDIX A. MOO PARK

BIOGRAPHICAL SKETCH OF MOO PARK

BORN: May, 1939 or 1940 in Japan of Korean parents

CHILDHOOD: Spent in Pusan, Korea, attending government schools in a black and white uniform, like all Korean children.

EDUCATION: Bachelor's degree from Korea.
Master's degree from Pepperdine College - Administration (Los Angeles).

ARMY LIFE: All Korean men must spend two years in the army.
Moo spent these years playing volleyball for the army team, perhaps coaching them at one point.

COACHING: Head Coach of Korean Oil Company Team for five years.
Head Coach of Korean Olympic Team, 1968.
Head Coach of Canadian Olympic Team, 1974-1978.
(Additional coaching experience is certain. For example, he coached the Pepperdine Men's team and the U.S.A. Women's team in the early 1970's.)

MISCELLANEOUS INFORMATION:

Moo married one of the players from the Korean Olympic team shortly after 1968, and came to North America in early 1972. He lived in Los Angeles for a couple of years and moved to Vancouver, B.C. in 1974. He became a Canadian citizen in 1977, retired as national coach in 1978 and is presently living in Vancouver with his family.

MOO PARK IN CANADA

In the summer of 1972 I met Moo Park at the British Columbia Winfield Volleyball Camp. As a young athlete, I noted the difficulty of the drills he had his group perform during the week-long camp. He spoke little English, and I can only recall him saying "brock, brock," and "run, run" over and over again. The following May I encountered Moo again when the Canadian team went to Los Angeles for exhibition matches. At that time he was training the Americans, and during a mixed team practice, he ran several drills for the Canadian team. As a participant in these drills, I can recall two things which seemed exceptional about Moo Park at that time. He spoke little during the entire practice, and the only motivational cues he used were "eh," or "go" as he sent a ball to each player. The second unusual trait about this coach had more effect on me. Although he said little, his verbal communication seemed supported and supplemented by the eye contact that he made with each player in the drill. While I was digging in a particular drill, his eyes seemed to challenge me, but without mockery or a threat of superiority in them.

Due to these early experiences, I was pleased when Moo Park was appointed Head Coach of the Canadian Women's team in January of 1974. At an early camp (shortly after his appointment), of potential national team members, he spoke, slowly and at some length, about the requirements of international volleyball, the dedication that it would entail, and the talent and training that would be necessary.

One of his earliest analogies was a comparison of volleyball on the international scale to war. The 1976 Olympic Games was to be our most important battle when our country would be trusting us to be prepared and win on our home court. This was very typical of the type of subtle pressure he used in motivation. He broke the war analogy down further to a comparison of each individual's skills to the various weapons used in war. This is common among the oriental coaches, and these analogies of player's skills to weapons have since been published as a part of Matsudairai's Winning Volleyball (1977). In this book, the powerful outside hitters are compared to cannons, and the fast-attack hitters to machine guns. Moo continued the analogy (with humour) by describing weak players as little rifles who sometimes forgot their bullets. This analogy was consistent throughout my association with Moo, and statements like the following became common.

> Are you going to give them the bullet, say 'Here, kill me.' That's what you do when you give easy ball. It's simple. They die or we die. So, don't give easy ball.

Unusual events became a part of our regular routine while training with Moo. In the first few months of 1974 there was a constant struggle on the Canadians' part to convince Moo of the necessity of a water break during four hours training. Oriental teams do not generally stop for water during their work-out sessions; nor do they perspire heavily during training.

Throughout the training with Moo, there was no talking or laughing at practice time. He tried to explain this regulation by saying that talking would bother other players' concentration and if there were any questions, they should be directed only to the coach.

All medical treatment and taping was to be done before practice started and attention was to remain only on practice until all team business was completed. Thus visitors to the gymnasium or injuries during the practice seldom disrupted the tempo of training. Moo rarely spoke to an injured player, and most players felt a sense of scorn if they missed a practice due to injury. Thus practice attendance was usually 100% for all players, injured or not.

Praise was given most to the best players, and to those who would try hard at all times. Praise was never given in abundance, and mere attention became a form of praise. This led to some unhappiness among the second-string players near the end of the first year with Moo. He dealt with this concern through yet another analogy. He explained that his team was like his hand, one unit, and the players were like fingers on his hand, some strong and some weak. He loved them all equally and would feel just as bad if he lost the weak little finger which he didn't use much, as if he lost the strong thumb or index finger.

Moo's behavior was fairly consistent over the four years that I worked with him. A slight change occurred in 1978 when he shared some of his frustration with the players. This was exemplified in a talk in early spring, 1978, when he asked the players to develop and practice basic skills on their own because a coach couldn't carry two heavy stones, one of skill development, and one of complex strategy, when all other coaches were only carrying one stone (the latter). He wondered aloud at that time why Moo Park was all alone.

APPENDIX B. COMBINED RESULTS

Table 1. Dispersion of Data over Situations & Rhetorical Dimensions

SITUATION	% of Total	% Ethos	% Logos	% Pathos	% Non-rhetorical
1 (pre-tourney interview) paraphrased	2.2	3.0	93.9	3.0	0.0
2 (pre-tourney team talk) paraphrased	2.5	22.5	56.8	20.6	0.0
3 (after match talk)	40.0	4.1	84.4	7.7	3.8
4 (before match talk)	4.2	6.5	79.2	9.5	4.7
5 (communication during match)	9.2	0.8	61.9	36.8	0.5
6 (after match talk)	5.3	0.0	91.1	2.8	6.0
7 (before match talk)	17.3	3.4	90.3	6.0	0.3
8 (after match talk)	17.1	16.1	70.0	13.2	0.7
9 (post-tourney team talk) paraphrased	2.2	73.9	13.0	13.0	0.0
Totals	100.0	7.7	78.9	11.1	2.3

Table 2. Dispersion of Pathos Behaviors over Situation and Behavior Categories

Behavior Categories	Situations 1	2	3	4	5	6	7	8	9	% of Total Pathos
1. Pause			21		6.6		14.4	8.8		10.9
2. Praise			0.8		5.9			2.2		2.4
3. Instruct	100.0	4.8	57.9	100.0	21.3	100.0	78.4	51.6	41.7	46.9
4. Corrective Feedback			10.5		40.4					15.1
5. Hustles			1.6		17.7		7.2			6.4
6. Scolds			4.1		6.6			37.4	58.3	12.2
7. Management		95.2								4.4
8. Listen					1.5					0.4
9. Other			4.1							1.0
% of Situation	3.0	20.6	7.7	9.5	36.8	2.8	6.0	13.2	13.0	Total 100

% of Total Behavior = 11.1

Table 3. Dispersion of Logos Behaviors over Situation and Behavior Categories

Behavior Categories	Situations 1	2	3	4	5	6	7	8	9	% of Total Logos
1. Pause			17.5	6	3	20	8.4	11.4		11.8
2. Praise			0.5		0.9			2.1		0.6
3. Instruct	100	58	67.4	88	18.3	74.4	89.7	77	100.0	71.8
4. Corrective Feedback			12		64.6			6.2		10.8
5. Hustles			1.5	1.5	7.4		1.9			1.6
6. Scolds			1.6		4.8	2.5		3.3		1.7
7. Management		42	0.3			2.1				1.0
8. Listen			0.4			1				0.2
9. Other			0.4	4.5	0.9					0.4
% of Situation	93.9	56.8	84.4	79.2	61.9	91.1	90.3	70.0	13.0	Total 100

% of Total Behavior = 78.9

Table 4. Dispersion of Ethos Behaviors over Situation and Behavior Categories

Behavior Categories	Situations									% of Total Ethos
	1	2	3	4	5	6	7	8	9	
1. Pause			24.0				21.1	14.4		12.0
2. Praise								5.3	8.8	3.9
3. Instruct	100.0	57.9	68.5	100.0	33.3		70.5	78.5	86.7	76.5
4. Corrective Feedback			7.5		66.7				4.5	3.2
5. Hustles							8.4			0.6
6. Scolds								1.8		0.6
7. Management		42.1								3.2
8. Listen										0.0
9. Other										0.0
% of Situation	3.0	22.5	4.1	6.5	0.8	0.0	3.4	16.1	73.9	Total 100

% of Total Behavior = 7.7

Table 5. Dispersion of Non-rhetorical Behaviors over Situation and Behavior Categories

Behavior Categories	Situations									% of Total Non-Rhetoric
	1	2	3	4	5	6	7	8	9	
1. Pause			69.3	50.0		69.2	100.0	100.0		68.5
2. Praise										
3. Instruct										
4. Corrective Feedback										
5. Hustles										
6. Scolds										
7. Management										
8. Listen			16.1	50.0	100	15.4				19.6
9. Other			14.6			15.4				11.9
% of Situation	0	0	3.8	4.7	0.5	6.0	0.3	0.7	0.0	Total 100

% of Total Behavior = 2.3

Table 6. Distribution of Raw Data over Behavior Categories

Category	Pathos	Logos	Ethos	Non-R.	Total Count	%
	Dimensions					
1. Pause	24.5	187.5	18.5	31.5	262	13
2. Praise	5.5	9.5	6.0	0	21	1.1
3. Instruct	105.5	1144.0	118.5	0	1367.66	67.8
4. Corrective Feedback	34	171.3	5.0	0	210.3	10.4
5. Hustles	14.5	25.83	1.0	0	41.3	2.05
6. Scolds	27.5	27.0	1.0	0	55.5	2.75
7. Management	10.0	16.17	4.83	0	31.17	1.65
8. Listen	1.0	4.0	0	9.0	14.0	.65
9. Other	2.5	7.0	0	5.5	15.0	.8
Totals	225.0	1592.5	154.5	46.0	2018.0	100

Behavior Cluster Measures

1. Primary Coaching Behavior (P.C.)
   Cat. 3&4 $(\frac{1578}{2018} \times 100) = 78.2\%$
2. Affective Behavior (A)
   Cat. 2,5&6 $(\frac{117.83}{2018} \times 100) = 5.8\%$
3. Indirect Behavior (I)
   Cat. 1,2&8 $(\frac{297}{2018} \times 100) = 14.7\%$
4. Direct Behavior (D)
   Cat. 3-7 $(\frac{1706}{2018} \times 100) = 84.5\%$
5. Positive Behavior
   Cat. 2 = 1%
6. Negative Behavior
   Cat. 6 = 2.8%

Coaching Style Ratios

1. Primary/Affective
   $\frac{1578}{117.83} = 13.4$
2. Indirect/Direct
   $\frac{297}{1706} = .17$
3. Positive/Negative
   $\frac{21}{55.5} = .38$

Total Time of 2018 units = 2 hrs.

Total Time of empty pauses & listen = 8 min. 44 sec.

(Cat. 1 & 8)

Table 7. Distribution of Behavior in all Situations

Behavior Categories	Pathos	Logos	Ethos	Non-Rhetorical	Totals in %	
1.	1.2	9.3	0.9	1.6	13.0	
2.	0.3	0.5	0.3	0	1.1	
3.	5.2	56.7	5.9	0	67.8	P.C.* 78.2%
4.	1.7	8.5	0.2	0	10.4	
5.	0.7	1.3	0.05	0	2.05	
6.	1.4	1.3	0.05	0	2.75	
7.	0.5	0.8	0.25	0	1.55	
8.	0.05	0.2	0.0	0.4	0.65	
9.	0.1	0.3	0.0	0.3	0.7	
% of Total	11.15	78.9	7.65	2.3	100.0	

*all figures represent % of Total Data
P.C. = % of Primary Coaching Behavior

▨ = 65.2% of all behavior

APPENDIX C. SAMPLES OF DATA

SITUATION ONE - NON-RECORDED
Complete Data - Paraphrased

May 16 4 p.m. Interview concepts

1. Practice time is the time to teach principles of volleyball -- how to hit the ball, what motor pathways to develop, what direction to move.

Game time is when you talk about the specific techniques required for each situation, which are often incongruent with the principles. Sometimes these will actually be contrary to the "textbook" principles.

2. One basic difference between the setter's job and hitter's job is that the nervous system used in hitting and defense is more one way, hit and block or sometimes cover an unusual ball, but the motor pathways used in setting can be totally diverse. Many more types of movement must be used. So that the concept when you go on the floor as a setter is to prepare many more facets of the nervous system for multidimensional/directional movement.

Skill development - way to stop stiffness in defense for instance is from practise -- repetition developing the motor pathway, but specific game time skills come from mental preparation and mental involvement in play.

Another thing he mentioned was that in time-outs or when talking to an athlete, when he is explaining a situation or teaching a skill to players, he looks at their eyes and knows which player understands the skill to be done and which player is listening, but doesn't understand the concept of the skill to be performed.

SITUATION TWO - NON-RECORDED
Complete Data

May 17

The tournament in China was preceded by a talk which lasted about 1/2 hour. Moo discussed the team purpose, how difficult it would be for us to advance in the World Championships and to qualify for the Moscow Olympics, that we were new together, we needed experience, we wanted to use each match to measure ourselves and to learn what our skills were, where other teams' weaknesses were. How we could push and find their pressure points. He wanted us to use the long trip to develop a unit within the team, to discover how we could fit into and extend the team tradition. Team history was one of good discipline, following rules. We would have to learn the team rules of living and travelling together, how we could have harmony and still develop our skills. We also talked about the specifics of this particular tournament, respecting the Chinese people, not to wear shorts, etc., not being late for meetings, buses, etc. The regulations were discussed as well as what we wanted to gain from this specific trip, where this team was as far as learning, team unity, what kinds of things it meant to be a national team. The general sense of the talk was that this team was young, with a lot of potential, but also that Canada had had a national team for a number of years now, so there was a bit of history, a tradition to fit into. That tradition was one of good behavior, of getting together before meals, being one unit, helping each other to work together for a common goal, to get twelve minds toward one common goal.

SITUATION THREE - RECORDED
Sample Data

May 20

Your you know technique to get point but spikers you should able to upset opponents by tipping. Hard spike killing opponents that spirit up our team, another way tipping? They make very, very upset. What to do? We can get free ball and they will be upset. If we got free ball? Our teams will be more consistent see let's figure out you know powers and experience, training time if you you know face against power spiking vs. opponents it's pretty difficult so we have to use many other ways. At least tippings too. And second thing is able to hit on line properly. Those things. So that's spikers how to upset opponent and uh the best one, worst one to exposure team weakness is you know tipping so if we try to put on tip opponent can dig up you can see ah! team's not consistent. You hit. They dug up and next time you tip they dug up oh you will think that teams so, so good. So I think if we play next time one more or two more like short set and tipping. Those things very difficult I know opponent you know those things you know I don't emphasize much because that's so difficult but at least high set uh tipping you should able to dug up. So when opponent jump everybody too stiff. So who one of our players who can anticipate they might come tipping those things too. If you scores behind, will be more stiff I could say uh for sure I'm not you know cheering, we could have you know close game, close game. The thing depends on team's experience exposure weakness or not then will be closer. They make mistake which means we gave confidence to the opponent. So my conclusion is um for the spikers we should be able to upset opponent too, opponent defense that's number one. And number two is we should not expose exposure you know tip digging mistake which is our weakness. Then pretty sure game maybe 12 or if we go 12 that means lotta chance to win. If you lose 15-12, 15-13 we are close game that means we have lotta chance to win. By two things: not expose our weakness, which means tipping. Tipping is not difficult, tipping where

SITUATION FOUR - RECORDED
Complete Data

Match versus Japan - pre-match talk

Moo: Japan was 5-1 or 6-2?

Players: 5-1 No. 6-2 6-2

Moo: Who's setter number setter?

(much player discussion)

Moo: Volleyball history is changing. Many other countries now taking over Japan's power, techniques. It's about time for us, to get confidence. Look, about three or four years ago most of countries were really afraid to play against Japan. But now many countries even men and women began to beating. Maybe were strong, now that's all the time long times ago so we should first mentally should understand what's going on in the world with Japanese teams Now I just heard uh yesterday the teams in Japanese team in Brazil and Cuba how did they play uh Japan lost to 3-2 against Cuba, I don't know how Cuban referee or doesn't matter but anyway that's really helping for Cuban play oh now Japanese time period now going down. That's mentally. So if we played well here, then we got more confidence. We can see. And also you feel after China and Japan's matches. In the world Japanese power still going up or going down. Some other countries should go up. Men's already changed and also Yameda stayed with national team, mainly national team played in Brazil. The first games it was 3-2 against Brazil and second day 3-1 but they took games even Brazilian referees or Brazilian spectators helping of linesmen helping somewhere. It's getting changed. So my point is times now changing and mentally we should understand what's going on in the world. If you know much then it helps mentally for your performance. Tonight don't have to be nervous.

SITUATION FIVE - RECORDED
Sample Data

May 23

Time Out #1

Moo: the right person's supposed to set. What we have to doing now is ... blocker's most times set. So who is close to ball that person's supposed to set okay? Because not right person setting that's what set so far from net okay, go.

Team: Go Canada.

Time Out #2

Moo: we don't have to go follow their tempo. Be steady eh! So because we are going almost the same tempo so let's try to be steady and doesn't meet their tempos we can't go their tempo. And don't too much, too much. Don't too have to be so hyper. Be steady. Right.

Before Second Game

Moo: That's why exactly I told what steady is so what. One thing because we could not find out right person who's supposed to set second ball. Back row players know. You can see better view so back row players call. Is that Carole's ball or blocker's ball? Call it. Okay? Go.

Team: Go Canada.

Timeout #1

Moo: Mostly doing okay but one thing you don't have confidence even when you hit, my hitting's gonna make a point. That kind of spirit. Blocking down's okay! So thing is if you doesn't have confidence before hit or before block you can't expect to good result. So I said I don't blames mistake but doing with confidence. Okay?

Time Out #2

Moo: Be steady. Think balls come to me everytime make sure ball come to me, ball come to me. Serve reception time. That kind of preparation we don't have. I can't see it. Okay let's go.

Team: Come on team, let's go.

Before Third Game

Moo: Losings okay. Right, but one thing you must, you must tell to yourself on the court first ... You see nervous faces give other players affect too. So try to eliminate first you know stiff body position and that's first you can hit the blockers. Little bit back row players move up for serve reception then when you look at opponent blockers which is lower and then set. Okay

SITUATION SIX - RECORDED
Complete Data

May 23

After Match Meeting

Moo: (laughs) Should have played like third game. Okay uh we have last match against uh provincial team uh which we should try to beat at least thinking, anticipation okay. I give some ideas uh for the matches. First against Japan, provincial teams uh we should able to use more tip, middle tip more and uh center spikers, center tandem Betty and Audrey

Carole: On service reception?

Moo: Yeah service reception

Carole: Instead of A.

Moo: Well, pass is really good if you, decision is setter's not spiking person's. Too late, or passing too little short at that time just put up, not too high. Well, make still lower, tandem, if too high - tandem purpose spiker should able to see side blocker coming or not coming. If set is too high it's difficult to see the net and uh outside blocker coming or going or not going. So a little higher than A set then we hit center most times because most teams regular defense uh left side, so we trying to the other direction and uh some of players tried serving right corner, some of players didn't. I don't know what was the reason but remember you know Chinese teams their style is the quick play so if pass comes, setter's direction pass come front, it's easy to run fast so I want you try serving corner um if not confidence put middle of court and tomorrow   tomorrow morning we're gonna practise uh more more tipping and uh also tip digging   okay, now we gonna watch one game men's matches and then we go back.

Recorded after loss to Japan 3-0

15-2   15-4   15-11

SITUATION SEVEN - RECORDED
Sample Data

May 24

Pre-Game Talk - Chinese Provincial Team

Moo: Okay tonight's matches can be determined by two ways. That's my predictions uh for us how can we put on tipping properly. That's a key point for us and for them uh how can keep up their mental spirit. We're fighting against mental spirit Chinese teams Another means if Chinese teams tippings work they mentally will spirit up and they will got more confidence. So their mental spirit going up, more going up, that means we're more difficult to play against them. So in order to cut down their mental spirit we shouldn't exposure our weakness, first, who showed first exposure you know that make big difference. They try to put on tip because they saw for you know the senior team's. They saw us so they will try. If we dug up every time and give again and then their mental spirit will down. That is, that's makes big difference tonight's matches. So number one let's dug up you know every you know tipping. Then they probably will move back mentally. and then what we have to do is, also we can use tipping properly and uh, we can hit with confidence. So when we got the ball what I wants from each spiker is you can hit the ball harder, whenever you want okay that means you must decide my ball hit on the line or if inside or using block you should have certain purpose okay? Another one is okay hitting is you expecting point right away from your spiking it's okay but set's not much you know looks good, at that times you can try middle tippings. There are two ways to get point directly hitting, kill directly or first let them confused put on tip if they miss it's okay. So when you put on tip there are two purpose of you put on tip if they missed it, they didn't anticipate. If they dug up we still get easy balls so that means first let them confused and then get back ball again and then we go more consistently you know short A or high left. That's lot easier than hitting directly from serve receptions. And serve receptions

SITUATION EIGHT - RECORDED
Sample Data

May 24

should be able to play like third match against Japan, like today's second matches and third matches today. Like this. That could be big difference. And another thing I was worried about tip-digging. Was good. But they too fast and uh still serve reception was big reason today lost. If we play first game like this sure they will nervous. . . . opponents. First game was we had chance so everybody should think they try to play like from first game like third games we did mentally should able to ready to play like third games. You know uh first games, third games too late. That is your preparation. Match preparation. Mentally and physically burn out completely from beginning of game. That's the way how to play everybody. Usually the last games so far we played pretty well so we have lot matches until World Championships everybody should think and think and think. Playing ... from beginning of games. Burned out whole bodies then physically we have lot advantages you know short set plays if we play like this push opponents like third games The end of games opponent will tired. They can't do in terms of timing everything. So ... we should remember from beginning of games should able to play like third games originally. And individually Val, when you hitting I look at from long times ago your spiking. Try little more variety, more on line, particularly set far from net when you are left side rather than inside hitting. Inside hitting when set is normal or little close net it's okay particularly when set far from net you hit usually out of bounds inside so those balls study hit inside with spin harder. You might hit many times left side so you will get many times set out of bounds uh way far from outside set too far hit inside easy to hit out of bounds. That's one. And another things we try. I could see tried everybody put on the tip. But still consistence. Not consistent yet. Touch most times blocker's hands so when our tipping not touching blocker's hands we can confuse more opponents. That's really help. We got many free ball, easy balls from our tippings. That's big difference And also we need practise when we put

SITUATION NINE - NON-RECORDED
Complete Data

May 26

Post Tournament Talk on Discipline (paraphrased)

Talked for about an hour -- even though behavior had been fairly good for the tournament he wanted to make things clear that national team players, from Canadian team, do not drink or smoke; if you wanted to suntan you were to get coach's permission. Some of the team players were too fat; you should understand your own body, look after it so you don't get sick, and yet know what you need for training without putting on extra weight. So that you could be in peak condition for the team. Also he reviewed team results for each match. We'd played hard, whether we'd won or lost, that we should begin to think now about the Korean tournament, now that the Chinese tourney was over, that we have many possibilities to win in Korea, and that the trip is really just beginning. Playing in a four-team tournament, with Mexico, U.S., Korea, Canada; Korea will be a little weaker than usual, and we have beaten Mexico; we have a lot of potential to beat the U.S. so we should think that the trip is just beginning and we want to prepare for those matches in Korea now with our last few days in China. He also went over what a National team player should act like, how to feel about training, to be serious about training, that trips aren't for fun, or for tourists, etc., and that even if we told people at home that this trip was good, we went on tours, etc., what they really wanted to hear is that national team players train hard and are trying to be better volleyball players.

END MAY/78 DATA COLLECTION

APPENDIX D. RAW DATA CALCULATIONS

Distribution of Raw Data

Situation	Total behaviors	Total E	% E	Total L	% L	Total P	% P	Total N	% N
1 (1st interview) (paraphrased)	44 = 2.2%	1.33	3.0	41.33	93.9	1.33	3.0	0	0
2 (pre-tourney talk) (paraphrased)	51 = 2.5%	11.5	22.5	29	56.8	10.5	20.6	0	0
3 (after match talk)	807 = 40.0%	33.3	4.1	680.83	84.4	61.83	7.7	31	3.8
4 (pre-match talk)	84 = 4.2%	5.5	6.5	66.5	79.2	8	9.5	4	4.7
5 (during match)	185 = 9.2%	1.5	.8	114.5	61.9	68	36.8	1	.5
6 (after match talk)	107 = 5.3%	0	0	97.5	91.1	3	2.8	6.5	6.0
7 (pre-match)	349 = 17.3%	11.83	3.4	315.33	90.3	20.83	6.0	1	.3
8 (after match)	345 = 17.1%	55.5	16.1	241.5	70.0	45.5	13.2	2.5	.7
9 (post-tourney) (paraphrased)	46 = 2.2%	34	73.9	6	13.0	6	13.0	0	0
Totals	2018 = 100%	154.5	7.7%	1592.5	78.9%	225.0	11.1%	46.0	2.3%

paraphrased 141 = 7%

Pathos

Behaviors	Situations 1	2	3	4	5	6	7	8	9	Totals
1. Pause			13 21%		4.5 6.6%		3 14.4%	4 8.8%		24.5 10.9%
2. Praise			.5 .8%		4 5.9%			1 2.2%		5.5 2.9%
3. Instruct	1.3 100%	.5 4.8%	35.8 57.9%	8 100%	14.5 21.3%	3 100%	16.3 78.4%	23.5 51.6%	2.5 41.7%	105.5 46.9%
4. Corrective Feedback			6.5 10.5%		27.5 40.4%					34 15.1%
5. Hustles			1 1.6%		12 17.7%		1.5 7.2%			14.5 6.9%
6. Scolds			2.5 4.1%		4.5 6.6%			17 37.4%	3.5 58.3%	27.5 12.2%
7. Management		10 95.2%								10 4.9%
8. Listen					1 1.5%					1 .4%
9. Other			2.5 4.1%							2.5 1 %
Totals	1.3	10.5	61.8	8	68	3	20.8	45.5	6	225

Logos

Situations

Behaviors	1	2	3	4	5	6	7	8	9	Totals
1. Pause			106.5 17.5%	4 6%	3.5 3%	19.5 20%	26.5 8.9%	27.5 11.4%		187.5 11.8%
2. Praise			3.5 .5%		1 .9%			5 2%		9.5 .6%
3. Instruct	41.3 100%	16.6 58%	459.16 67.4%	58.5 88%	21 18.3%	72.5 74%	282.8 89.7%	186 77%	6 100%	1144 71.8%
4. Corrective Feedback			82.3 12%		74 64.6%			15 6.2%		171.3 10.8%
5. Hustles			10.3 1.5%	1 1.5%	8.5 7.4%		6 1.9%			25.8 1.6%
6. Scolds			11 1.6%		5.5 4.8%	2.5 2.5%		8 3.3%		27 1.7%
7. Management		12.3 42%	2 .3%			2 2%				16.3 1%
8. Listen			3 .4%			1				4 .2%
9. Other			3 .4%	3 4.5%	1 .9%	1%				7 .4%
Totals	41.3	29	680.8	66.5	114.5	97.5	315.3	241.5	6	1592.5

Ethos

Behavior	Situation 1	2	3	4	5	6	7	8	9	Totals
1. Pause			8 24%				2.5 21.1%	8 14.4%		18.5 12%
2. Praise								3 5.3%	3 8.8%	6 3.9%
3. Instruct	1.3 100%	6.6 57.9%	22.8 68.5%	5.5 100%	.5 33.4%		8.3 70.5%	43.5 78.5%	29.5 86.7%	118.16 76.5%
4. Corrective Feedback			2.5 7.5%		1 66.6%				1.5 4.5%	5 3.2%
5. Hustles							1 8.4%			1 .6%
6. Scolds								1 1.8%		1 .6%
7. Management		4.8 42.1%								4.8 3.2%
8. Listen										
9. Other										
Totals	1.3	11.5	33.3	5.5	1.5		11.8	55.5	34	154.5

Non-Rhetorical

	Situations									
Behaviors	1	2	3	4	5	6	7	8	9	Totals
1. Pause			21.5 69.3%	2 50%		4.5 69.2%	1 100%	2.5 100%		31.5 68.5%
2. Praise										
3. Instruct										
4. Corrective Feedback										
5. Hustles										
6. Scolds										
7. Management										
8. Listen			5 16.1%	2 50%	1 100%	1 15.4%				9 19.6%
9. Other			4.5 14.5%			1 15.4%				5.5 11.9%
Totals	0	0	31	4	1	6.5	1	2.5	0	46